

# Bulletin Home

The Graduate Bulletin is the most current information available about graduate programs at University of Wisconsin-Stout. Information regarding fees, admission, graduation requirements, names, telephone numbers, and course offerings, is subject to change.

## Accreditation

UW-Stout is accredited by the Higher Learning Commission.

Higher Learning Commission  
230 South La Salle Street, Suite 7-500  
Chicago, IL 60602-2504

Phone: 800-621-7740

Individual academic programs may also receive accreditation from other agencies. Learn more on the [Curriculum](#) website.

## Minnesota Student Addendum

The University of Wisconsin Stout is registered as a public institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

# Course Descriptions

## Graduate Bulletin Course Description Introduction

**Course descriptions** are listed (in this section) in alphabetical order by curricular subject abbreviations. Graduate courses are those numbered from 500 through 899. All numbers below 500 are for undergraduate credit.

## Interpreting Course Descriptions

This document will help you understand the various codes used in the course descriptions.

A typical course description appears like this:

COUN 788 Counseling Process Laboratory

## Course Level

The three digits of the course codes refer to the course level. Graduate courses are numbered from 500 to 899. The 100 through 400 series are undergraduate courses.

## Credits

UW-Stout defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates: [1] At least one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or [2] At least an equivalent amount of work as required in part one [1] of this definition for other academic activities as established by UW-Stout, including distance education, online, hybrid, or other indirect faculty instruction, laboratory work, internships, co-op experiences, studio work, and other academic work leading to the award of credit hours.

## Anthropology

## **ANTH-630 Ojibwa Lifeway's**

# **ANTH-630 Ojibwa Lifeway's**

2-4 cr.

Repeatable for Credit: No

In depth, interactive study of Ojibwa culture within a Wisconsin reservation community.

A special course fee applies.

## **ANTH-799 Independent Study**

# **ANTH-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## **Apparel Design/Manufacturing**

## **APRL-545 Textiles for Interiors**

# **APRL-545 Textiles for Interiors**

2 cr.

Repeatable for Credit: No

Raw materials, fabric structures, specifications, and legislation related to quality, performance, and maintenance of textiles for commercial and household uses.

## **APRL-555 Special Topics in ADD**

# **APRL-555 Special Topics in ADD**

2 cr.

Repeatable for Credit: No

## **APRL-573 Advanced Pattern Development**

# **APRL-573 Advanced Pattern Development**

3 cr.

Repeatable for Credit: No

Advanced pattern development by flat pattern making and draping methods, with an emphasis on creative pattern modifications and fit evaluation for global production.

## **APRL-590 CAD for Apparel Images**

# **APRL-590 CAD for Apparel Images**

3 cr.

Repeatable for Credit: No

Using CAD programs, students create and communicate apparel collections for various target markets based on market research.

## **APRL-590 Practicum in Textile Design**

# **APRL-590 Practicum in Textile Design**

3 cr.

Repeatable for Credit: No

Use of textile design techniques as means of artistic expression: stitchery, weaving, knotting, applique and hooking; emphasis on good design and creativity.

## **APRL-593 Garment Engineering/Production**

# **APRL-593 Garment Engineering/Production**

3 cr.

Repeatable for Credit: No

Knowledge of the global fashion industry including development, merchandising, and engineering of soft goods production applied in a team-based laboratory simulation.

## **APRL-594 Knit Design and Technology**

# **APRL-594 Knit Design and Technology**

3 cr.

Repeatable for Credit: No

Stitch formation and patterning of warp and filling knits. Influences on aesthetics and performance of knit fabrics. Design and production of knitted fabric and garments on a flatbed knitting machine, including use of CAD techniques.

## **APRL-605 International Study Tour to the Fashion Industry**

# **APRL-605 International Study Tour to the Fashion Industry**

1-6 cr.

Repeatable for Credit: Yes

Tour of international centers of clothing, textiles, and related arts. Study of the cultural patterns. Program includes lectures by consultants and seminars on the various phases of the fashion and fabric industries.

Department Consent Required

#### **APRL-619 National Study Tour to Fashion Industry**

## **APRL-619 National Study Tour to Fashion Industry**

1 cr.

Repeatable for Credit: Yes

Five-day visit to New York or alternate city: study hours, discussions and lectures by leaders in American fashion market.

Department Consent Required

#### **APRL-664 Functional Design and Development**

## **APRL-664 Functional Design and Development**

3 cr.

Repeatable for Credit: No

Work teams apply physical science theory and creative problem solving methods to innovate functional clothing for specific needs, occupations, and activities.

#### **APRL-670 Portfolio Development for Apparel Design and Development**

## **APRL-670 Portfolio Development for Apparel Design and Development**

3 cr.

Repeatable for Credit: No

A capstone course: resume and job search development; organization and updating projects from previous courses; creation of new portfolio projects that display a high level of apparel design and development skills and competencies.

#### **APRL-685 Apparel Design Studio**

## **APRL-685 Apparel Design Studio**

3 cr.

Repeatable for Credit: No

Creation, development, and formal presentation of original designs using flat pattern and/or draping techniques. Preparation of professional portfolio to include CAD and other illustrative materials representative of individual expertise.

#### **APRL-749 Cooperative Education Experience**

## **APRL-749 Cooperative Education Experience**

1-6 cr.

Repeatable for Credit: Yes

Work and study in an approved business/industry position related to the student's major. Selection by application and interview.

Department Consent Required

### **APRL-769 Design Option Thesis**

## **APRL-769 Design Option Thesis**

2-6 cr.

Repeatable for Credit: No

Independent research under direction of investigation adviser. Culminating in a design show. A descriptive paper written according to thesis standards, including slides, will be presented.

Department Consent Required

*Prerequisite: take EDUC-740*

### **APRL-780 Advanced Draping**

## **APRL-780 Advanced Draping**

1 cr.

Repeatable for Credit: No

Manipulation of various fabrics on a dress form to develop garments from given and self-designed sketches that reflect advanced techniques.

Construct garments from patterns.

### **APRL-781 Advanced Flat Pattern**

## **APRL-781 Advanced Flat Pattern**

2 cr.

Repeatable for Credit: No

Draft and develop paper patterns for garments by varying a master pattern from given and self-designed sketches that reflect advanced techniques.

Construct garments from pattern.

Instructor's Consent Required

### **APRL-790 Seminar in Textiles, Clothing and Retail Marketing**

## **APRL-790 Seminar in Textiles, Clothing and Retail Marketing**

2 cr.

Repeatable for Credit: No

Review, evaluation and interpretation of current research in textiles, clothing and retail marketing.

Department Consent Required

### **APRL-799 Independent Study**

# **APRL-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## **Architecture, Engineering and Construction**

### **AEC-570 Construction Estimating I**

## **AEC-570 Construction Estimating I**

3 cr.

Repeatable for Credit: No

Estimating and analyzing material, labor, equipment, methods of construction, overhead and profit, and submitting these factors in the form of a bid.

### **AEC-595 Seminar**

## **AEC-595 Seminar**

1-2 cr.

Repeatable for Credit: Yes

(Title will reflect specific construction content). Current and projected methods, concepts, technologies and innovations in construction.

### **AEC-638 Contract Requirements and Specifications**

## **AEC-638 Contract Requirements and Specifications**

3 cr.

Repeatable for Credit: No

Principles of contract requirements and construction specification organization. Development of basic skills of project manual preparation. Demonstration of role of specifications within the construction process and relationship to other construction contract documents.

### **AEC-652 Environmental Systems - HVAC**

## **AEC-652 Environmental Systems - HVAC**

3 cr.

Repeatable for Credit: No

Principles of heating, ventilating and air conditioning; analysis and selection of systems and equipment.

## **AEC-653 Environmental Systems - Plumbing & Electrical**

# **AEC-653 Environmental Systems - Plumbing & Electrical**

3 cr.

Repeatable for Credit: No

Plumbing, electrical and illumination systems for light and heavy construction.

## **AEC-658 Structural Systems--Wood And Steel**

# **AEC-658 Structural Systems--Wood And Steel**

3 cr.

Repeatable for Credit: No

Analysis, selection, and delineation of wood and steel structural components and systems in buildings.

## **AEC-659 Structural Systems-Concrete and Masonry**

# **AEC-659 Structural Systems-Concrete and Masonry**

3 cr.

Repeatable for Credit: No

Analysis, selection, and delineation of concrete and masonry structural components and systems in buildings.

## **AEC-660 Sustainable Construction**

# **AEC-660 Sustainable Construction**

3 cr.

Repeatable for Credit: No

Survey of principles of sustainable construction, including building design and delivery methods. Ethics and stewardship as part of the constructor's role in the built environment. Examination of domestic and global Green building assessment systems. Emphasis is placed on preparing the student for the LEED building assessment system.

## **AEC-661 Building Codes and Regulations**

# **AEC-661 Building Codes and Regulations**

3 cr.

Repeatable for Credit: No

Extensive examination of the International Building Code. Intent and purpose of codes and regulations are presented, discussed, and reasoned. Contemporary issues in the construction industry are evaluated by students. Particular emphasis is placed on preparing the student for the ICC Certified Inspector examination.

#### **AEC-670 Construction Estimating II**

## **AEC-670 Construction Estimating II**

3 cr.

Repeatable for Credit: No

Computer-based estimating systems for construction. Take-off, pricing, bid preparation, resource and cost studies, and database operations.

#### **AEC-671 Project Scheduling and Cost Control**

## **AEC-671 Project Scheduling and Cost Control**

3 cr.

Repeatable for Credit: No

Total concept of construction industry: contracting, financing, bidding, planning, organizing, coordinating, and controlling functions and techniques.

*Prerequisites: Take AEC-570*

#### **AEC-672 Management of Construction**

## **AEC-672 Management of Construction**

3 cr.

Repeatable for Credit: No

Organizing, managing and operating the contracting firm.

#### **AEC-702 Construction Logistics and Project Planning**

## **AEC-702 Construction Logistics and Project Planning**

3 cr.

Repeatable for Credit: No

Leaders in today's construction industry employ logistics and project planning to improve productivity, efficiencies, and profitability. This course will develop the learner's understanding of tools, technologies, and advanced management processes used during all phases of the construction project and explore development and implementation of comprehensive material and site logistics and planning.

#### **AEC-703 Construction Project Delivery Systems**

## **AEC-703 Construction Project Delivery Systems**



3 cr.

Repeatable for Credit: No

Develop an advanced level of student's knowledge and critical awareness for procuring construction management projects, including complex project factors that influence choice of appropriate procurement systems. Learning advanced understanding of contractual forms available in the construction industry, alternate project delivery (APD) systems, and their appropriateness in various construction scenarios.

#### **AEC-704 Construction Strategy, Economics and Finance**

## **AEC-704 Construction Strategy, Economics and Finance**

3 cr.

Repeatable for Credit: No

Develop application of economic and financial strategies in construction, including extensive analysis of competitive forces in a construction organization. Examination of micro- and macroeconomic forces that influence the construction industry, particularly in federal, state and local governments. Examination of capital for both long- and short-term financing construction projects.

#### **AEC-710 Architectural Preservation**

## **AEC-710 Architectural Preservation**

3 cr.

Repeatable for Credit: No

In-depth examination of the principles and practices of architectural preservation. Addresses subjects of architectural history, intervention approaches, government preservation agencies, and technical, legal, and economic aspects related to preservation.

#### **AEC-711 Environmental Concerns in Construction**

## **AEC-711 Environmental Concerns in Construction**

3 cr.

Repeatable for Credit: No

Human health and environmental impacts of the built environment. Sustainable inputs, outputs, and impacts of construction materials. Embodied energy and carbon of construction materials are evaluated.

#### **AEC-735 Field Problem in Construction Management**

## **AEC-735 Field Problem in Construction Management**

3 cr.

Repeatable for Credit: No

Completion of an original field project for construction business or industry, culminating in a deliverable for a client and a project report presented in a research project format.

## **AEC-749 Cooperative Education Experience**

# **AEC-749 Cooperative Education Experience**

1-8 cr.

Repeatable for Credit: Yes

Work and study in an approved position to gain business/industrial/other experience. Normally entails recurring, supervised work periods, each one building and expanding on the previous.

Department Consent Required

## **AEC-770 Thesis - Construction Management**

# **AEC-770 Thesis - Construction Management**

2-6 cr.

Repeatable for Credit: No

Independent research under direction of investigation adviser. Selection of problem, review of literature, planning and conducting research, interpretation of findings and preparation of final paper according to thesis standards. Student may enroll for two, four or six semester hours of credit in various terms for a final total of six.

*Prerequisite: take either INMGT 700 or EDUC 740*

## **AEC-799 Independent Study**

# **AEC-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## **Art**

## **ART-256 Slip Casting for Designers and Artists**

# **ART-256 Slip Casting for Designers and Artists**

3 cr.

Repeatable for Credit: Yes

Design and production of forms for slip-casting. Production includes mold making, slip casting, finishing, glazing and firing completed ceramic objects.

*Prerequisite: take ART-103 with a grade of "C" or better*

## **ART-507 Aesthetics in the Studio**

# **ART-507 Aesthetics in the Studio**

3 cr.

Repeatable for Credit: No

Introduction to the problems of aesthetics, such as interpretation, creation, and experience of art as it relates to studio practices.

### **ART-601 Life Drawing II**

## **ART-601 Life Drawing II**

3 cr.

Repeatable for Credit: No

Continued drawing and analysis of the structure of the human figure.

Instructor's Consent Required

### **ART-603 Life Drawing III**

## **ART-603 Life Drawing III**

1-3 cr.

Repeatable for Credit: Yes

Self-directed study of Life Drawing; continued development of individual research, drawing skills, and studio discipline.

*Prerequisite: ART-601*

### **ART-610 Painting III**

## **ART-610 Painting III**

3 cr.

Repeatable for Credit: No

Self-directed study of painting. Continued development of individual research, painting skills, and studio discipline.

### **ART-611 Contemporary Sculptural Practices III**

## **ART-611 Contemporary Sculptural Practices III**

1-3 cr.

Repeatable for Credit: Yes

Advanced problems in sculpture, through the exploration and utilization of media for creative and expressive ends. Repeatable; topics and projects change.

Instructor's Consent Required

### **ART-614 Color Seminar**

## **ART-614 Color Seminar**

4 cr.  
Repeatable for Credit: No  
A case-study course exploring methodologies for use of color. Content includes gender-specific, historic, psychological, social, and symbolic use of color; color sensibilities in other cultures; and roots of color beliefs.  
Instructor's Consent Required

### **ART-615 Metals and Contemporary Art Jewelry III**

## **ART-615 Metals and Contemporary Art Jewelry III**

3 cr.  
Repeatable for Credit: Yes  
Advanced studio experience in individualized jewelry forms and three-dimensional objects made of metal and related materials. A continuation of technical skills is coupled with emphasis on conceptual development and critical thinking.

### **ART-799 Independent Study**

## **ART-799 Independent Study**

1-3 cr.  
Repeatable for Credit: Yes  
Department Consent Required

### **Art History**

#### **ARTH-720 History of Design Seminar**

## **ARTH-720 History of Design Seminar**

3 cr.  
Repeatable for Credit: No  
Focused study of the history and methodology of design.

#### **ARTH-756 Special Topics in Design History**

## **ARTH-756 Special Topics in Design History**

3 cr.  
Repeatable for Credit: Yes  
Focused study of topics within Design History, for example Japanese Design (non-Western); Walt Disney (American); The Bauhaus (European).

#### **ARTH-756 Special Topics in Design History: Design and the Digital**

# **ARTH-756 Special Topics in Design History: Design and the Digital**

3 cr.

Repeatable for Credit: No

Examination of the history, theory and evolving practice of computer-based design and interactive media from the 1950s to the present.

*Prerequisite: Graduate Student in MFA in Design*

## **Biology**

### **BIO-523 Dendrology**

## **BIO-523 Dendrology**

3 cr.

Repeatable for Credit: No

Identification, collection, and biology of woody plant species, including trees, shrubs, and vines. Emphasis on species and systems from the Upper Midwest and economically valuable species.

### **BIO-525 Aquatic Vascular Plant Taxonomy**

## **BIO-525 Aquatic Vascular Plant Taxonomy**

3 cr.

Repeatable for Credit: No

Identification and collection of plant species located in aquatic habitats: lakes, rivers, and wetlands. Plant and community adaptations to aquatic and wetland environments. Emphasis on species and systems from the Upper Midwest.

### **BIO-542 Arboriculture**

## **BIO-542 Arboriculture**

4 cr.

Repeatable for Credit: No

Practices and principles of tree nursery production, tree selections based on location and tree maintenance over the life of the tree. Procedures for selecting quality plants; planting; and continued care including pruning techniques, diagnostics and safety protocols. The urban landscape is analyzed and challenges of growing trees in an urban environment are assessed.

### **BIO-560 Introduction to Neuroscience**

## **BIO-560 Introduction to Neuroscience**

3 cr.

Repeatable for Credit: No

Investigation of the human nervous system at the molecular, cellular and system level. Organization and function of neuronal cells, sensory receptors, sensory and motor pathways and integration centers. Introduction to electro- physiology, biochemistry of neurotransmitters and receptors, neuropharmacology, development of the nervous system, and consequences of neuronal disease and trauma.

### **BIO-561 Psychobiology**

## **BIO-561 Psychobiology**

2 cr.

Repeatable for Credit: No

Biological basis of human and animal behavior: evolution of physiological and behavioral adaptations of organisms to their environment.

### **BIO-562 Advanced Physiology**

## **BIO-562 Advanced Physiology**

3 cr.

Repeatable for Credit: No

Human physiology with emphasis on integration of the nervous, muscular, cardiovascular, immune, renal, respiratory, digestive and endocrine systems. Cellular and molecular processes are studied. Computer simulations and experiments in frog physiology will be utilized.

### **BIO-606 Food Microbiology**

## **BIO-606 Food Microbiology**

3 cr.

Repeatable for Credit: No

Methods of food preservation, their effectiveness and related food spoilage by microorganisms. Quality control techniques used to determine presence of specific groups of economically important microorganisms.

### **BIO-650 Aquatic Ecology and Management**

## **BIO-650 Aquatic Ecology and Management**

4 cr.

Repeatable for Credit: No

Principles of lake ecology, water resources degradation, management, and restoration. Diagnosis of water quality problems and solutions with emphasis on field research techniques, empirical modeling, and nutrient budgetary approaches. Integrated research/service experiences.

### **BIO-660 Epidemiology**

## **BIO-660 Epidemiology**

3 cr.

Repeatable for Credit: No

Principles of epidemiology, determinants of major public health problems including infectious and chronic diseases, environmental health, and emerging threats.

### **BIO-662 Environmental Toxicology**

## **BIO-662 Environmental Toxicology**

3 cr.

Repeatable for Credit: No

Environmental toxins found in the air, water, and soil and their impacts on the health and well-being of humans, animals, and plants. Detection, measurement, analysis, and regulation of select classes of contaminants, including emerging contaminants of concern.

### **BIO-725 Wildlife Conservation and Management**

## **BIO-725 Wildlife Conservation and Management**

3 cr.

Repeatable for Credit: No

Strategies and paradigms for conservation and management of terrestrial wildlife. North American Model, regulations, human-wildlife conflict, life histories and population dynamics, habitat management, and adaptive management.

Graduate standing, admittance to the PSM Conservation Biology program.

### **BIO-730 Conservation Biology**

## **BIO-730 Conservation Biology**

4 cr.

Repeatable for Credit: No

Introduction to the field of conservation biology; including drivers that impact biological diversity and cutting-edge practices to maintain and rehabilitate the diversity of biological communities and populations. Also habitat destruction and fragmentation; ecological function and services, invasive species, extinction, conservation theory, practices, and case studies, and human impacts on biodiversity.

### **BIO-733 Conservation Genetics**

## **BIO-733 Conservation Genetics**

3 cr.

Repeatable for Credit: No

Focus on tools used to measure and evaluate genetic diversity within and among populations, estimate population parameters that are important for maintenance of genetic diversity, infer historical demography, delineate new species and their phylogenetic placement, and develop appropriate mitigation plans for at-risk species.

### **BIO-735 Field Problems in Conservation Biology**

# **BIO-735 Field Problems in Conservation Biology**

1 cr.-3 cr.

Repeatable for Credit: Yes

Completion of an original field project for business or industry, culminating in a deliverable for a client and a project report presented in a research project format.

## **BIO-749 Cooperative Education Experience**

# **BIO-749 Cooperative Education Experience**

1 cr.-5 cr.

Repeatable for Credit: Yes

Work and studying an approved training department in business, industry, or government. May be recurring, and consists of supervised work/study periods. Any recurring work/study periods would be designed to build upon previous experiences in the course.

## **BIO-750 Advanced Limnological Approaches to Aquatic System Management**

# **BIO-750 Advanced Limnological Approaches to Aquatic System Management**

3 cr.

Repeatable for Credit: No

Advanced principles in aquatic ecology and limnology with emphasis on approaches to quantifying, diagnosing, and managing nutrient- and sediment-related issues in aquatic ecosystems. Advanced approaches in empirical eutrophication modeling, sediment chemistry, and shallow lake ecology and management.

## **BIO-770 Thesis-Conservation Biology**

# **BIO-770 Thesis-Conservation Biology**

1-6 cr.

Repeatable for Credit: Yes

Independent research under direction of research advisor. Selection of problems and questions, development of outline, review of literature, compilation of bibliography, choice of methods, conclusion of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for variable hours of credit in various terms with a final total of six.

Prerequisite: take BIO-710

## **BIO-789 Advanced Experience in Conservation Biology**

# **BIO-789 Advanced Experience in Conservation Biology**



1-3 cr.

Repeatable for Credit: No

Self-directed exploration in advanced biology. Specific content developed by student in consultation with faculty supervisor.

Instructor consent.

### **BIO-798 Field Experience in Conservation Biology**

## **BIO-798 Field Experience in Conservation Biology**

1-6 cr.

Repeatable for Credit: Up to 6 credits

An unpaid field experience in conservation biology, in an approved position consisting of a minimum of 360 hours of work experience. Student learning objectives, employer evaluations, student evaluation, interim reports, and a final written report and oral presentation are required.

Instructor consent.

### **Business Accounting**

#### **BUACT-546 Seminar**

## **BUACT-546 Seminar**

1-3 cr.

Repeatable for Credit: Yes

Current topics in business. (Title will reflect specific business content.)

#### **BUACT-730 Financial and Cost Analysis**

## **BUACT-730 Financial and Cost Analysis**

3 cr.

Repeatable for Credit: No

Overview of financial accounting concepts and analysis combined with a strong emphasis on manufacturing costs and managerial decision making. Application of cost information in the strategic planning and measurement process for corporations, including capital budgeting.

#### **BUACT-747 Entrepreneurial Finance**

## **BUACT-747 Entrepreneurial Finance**

3 cr.

Repeatable for Credit: No

Focuses on ethical financial management within entrepreneurial and innovative organizations from idea generation through start up and continuing operations. Provides students with a higher understanding of the financial environment in which entrepreneurial organizations operate.

Must be admitted to the graduate professional development certificate: Entrepreneurship and Innovation

### **Business International Business**

## **BUINB-538 International Logistics**

# **BUINB-538 International Logistics**

3 cr.  
Repeatable for Credit: No  
International logistics strategy: customer service, inventory, transportation, packaging, warehousing, storage, exporting, licensure, joint ventures, ownership documentation, terms of trading, organization, financial and management skills.

## **BUINB-546 Seminar**

# **BUINB-546 Seminar**

3 cr.  
Repeatable for Credit: No  
Theory and practice of doing business in India by experiencing the culture first-hand. (Study abroad)

## **BUINB-567 International Management**

# **BUINB-567 International Management**

3 cr.  
Repeatable for Credit: No  
Theory and practice of managing international organizations, including socio-cultural aspects and group dynamics of international businesses and service organizations.

## **BUINB-685 International Marketing**

# **BUINB-685 International Marketing**

3 cr.  
Repeatable for Credit: No  
Principles and policies of marketing goods and services in international markets. Concepts, strategies and policies of world trade and multinational firms.

## **BUINB-688 International Business Practicum**

# **BUINB-688 International Business Practicum**

3 cr.  
Repeatable for Credit: No  
Assist an actual business in developing their international marketing plan. Students, under the supervision of a faculty member, determine a product's foreign marketability.  
Department Consent Required  
*Prerequisite: take BUINB-685*

# **BUINB-689 International Business Policies**

3 cr.

Repeatable for Credit: No

Students develop the ability to solve business problems in the international arena using a scientific approach to decision making by studying business cases on international policy formulation and administration, manufacturing, marketing, finance, accounting, personnel and public relations functions.

## **Business Legal**

**BULGL-546 Seminar**

# **BULGL-546 Seminar**

1-3 cr.

Repeatable for Credit: Yes

Current topics in business. (Title will reflect specific business content.)

**BULGL-601 Legal Environment of Business**

# **BULGL-601 Legal Environment of Business**

2 cr.

Repeatable for Credit: No

Changing relationship of government and industry: regulatory legislation, administrative agencies, national policies and social control.

**BULGL-673 Legal Aspects of Construction**

# **BULGL-673 Legal Aspects of Construction**

3 cr.

Repeatable for Credit: No

Analysis of contracts and documents used in building construction industry: rights of the parties. Labor relations: law and labor, legality of strikes, legality of picketing and boycott as economic pressure, unfair labor practices, employer and union, rights and responsibilities of supervisor and worker.

## **Business Management**

**BUMGT-546 Seminar**

# **BUMGT-546 Seminar**

1-3 cr.

Repeatable for Credit: Yes

Current topics in business. (Title will reflect specific business content.)

### **BUMGT-680 Entrepreneurship: Small Business Planning**

## **BUMGT-680 Entrepreneurship: Small Business Planning**

3 cr.

Repeatable for Credit: No

Concepts, strategies, and applications involved in entrepreneurship. Profile of entrepreneurs and the risks and rewards, creating products and services for the market place, going into business--start-up, buy out, franchise--legal and financial aspects. Preparing a business plan required.

### **BUMGT-690 Strategic Management and Business Policy**

## **BUMGT-690 Strategic Management and Business Policy**

3 cr.

Repeatable for Credit: No

Integrates previous business studies, develops ability to solve business problems through scientific approaches to decision-making. Students use business cases on policy formulation and administration: manufacturing, marketing, finance, accounting, personnel, and public relations functions.

### **BUMGT-747 Discovering and Developing Entrepreneurial Opportunities**

## **BUMGT-747 Discovering and Developing Entrepreneurial Opportunities**

3 cr.

Repeatable for Credit: No

Identify entrepreneurial and innovative opportunities in an increasingly fast-paced economic environment. Develop new sources of differentiation to re-configure or re-segment existing markets, create design breakthroughs, generate innovative ideas for redesigning existing products, and develop strategic business options to move a new or existing venture toward profitability and sustainability.

*Prerequisite: take BUMKG-746*

### **BUMGT-760 Strategic Planning & Deployment**

## **BUMGT-760 Strategic Planning & Deployment**

2 cr.

Repeatable for Credit: No

Introduction to corporate planning, strategy and policy. Orientation to generalized planning process and the outputs of planning system. A discussion of planning decision sub-system, strategic information sub-system, planning organizational sub-system and planning management sub-system.

Instructor's Consent Required

### **BUMGT-799 Independent Study**

## **BUMGT-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

### **BUMKG-508 Marketing for Non-Profit Organizations**

## **BUMKG-508 Marketing for Non-Profit Organizations**

2 cr.

Repeatable for Credit: No

Strategic marketing planning process, marketing audit, marketing strategy development, positioning concept, market research, marketing mix, communication strategies and ethical issues for nonprofit organizations.

### **BUMKG-546 Seminar**

## **BUMKG-546 Seminar**

1-3 cr.

Repeatable for Credit: Yes

Current topics in business marketing. (Title will reflect specific content.)

### **BUMKG-550 E-Business Strategy and Practice**

## **BUMKG-550 E-Business Strategy and Practice**

3 cr.

Repeatable for Credit: No

Development and growth of Internet marketing. An examination of e-business basics, business models, current and future trends, major issues, evaluation of model design and Internet marketing plans.

### **BUMKG-585 Target Marketing**

## **BUMKG-585 Target Marketing**

3 cr.

Repeatable for Credit: No

The study and application of methods used to identify viable market segments; use of demographic, psychographic and cultural research findings to successfully market products and services to various market segments.

## **BUMKG-679 Marketing Research**

# **BUMKG-679 Marketing Research**

3 cr.

Repeatable for Credit: No

Experimental and survey techniques to secure information for successful marketing; primary and secondary sources; data collection, compilation and analysis methods; effective communication of conclusions and recommendations to management.

## **BUMKG-746 Strategic Marketing for Entrepreneurs**

# **BUMKG-746 Strategic Marketing for Entrepreneurs**

3 cr.

Repeatable for Credit: No

Techniques used by entrepreneurial organizations to make strategic marketing decisions with emphasis on innovative approaches to marketing concepts using social media, the Internet, and quantitative and qualitative data analysis of consumer markets. Outcomes include a written economic analysis, business model and synthesized marketing plan for an existing or proposed organization.

Must be admitted to the graduate professional development certificate: Entrepreneurship and Innovation

## **BUMKG-799 Independent Study**

# **BUMKG-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

## **Business Management Information Systems**

### **BUMIS-546 Seminar**

# **BUMIS-546 Seminar**

1-3 cr.

Repeatable for Credit: Yes

Current topics in business. (Title will reflect specific business content.)

## **Business Retail**

## **BURTL-519 International Economic Trends in Textiles and Clothing**

# **BURTL-519 International Economic Trends in Textiles and Clothing**

3 cr.

Repeatable for Credit: No

Economic importance of the textile and apparel industries in the United States and the world.

## **BURTL-522 Merchandising and Marketing an Apparel Line**

# **BURTL-522 Merchandising and Marketing an Apparel Line**

2 cr.

Repeatable for Credit: No

Merchandising and marketing of product lines from manufacturer to retailer to consumer.

## **BURTL-527 Store Management**

# **BURTL-527 Store Management**

3 cr.

Repeatable for Credit: No

Develop management skills for retail stores of varying size.

## **BURTL-535 Retail Grocery**

# **BURTL-535 Retail Grocery**

2 cr.

Repeatable for Credit: No

Broad overview of the packaged goods industry from a retail grocery perspective.

## **BURTL-535 Special topics in Retail Merchandising and Management**

# **BURTL-535 Special topics in Retail Merchandising and Management**

1-3 cr.

Repeatable for Credit: Yes

## **BURTL-550 Marketing to Aging & Minority Consumers**

# **BURTL-550 Marketing to Aging & Minority Consumers**

2 cr.  
Repeatable for Credit: No  
Identify product and service needs of Native, African, Asian and Hispanic Americans, and aging consumers. Interpret demographic, psychological and cultural data of these special populations and develop merchandising strategies.

## **BURTL-617 Social/Psychological Aspects of Clothing**

# **BURTL-617 Social/Psychological Aspects of Clothing**

3 cr.  
Repeatable for Credit: No  
Social and psychological influence of dress on individual and group behavior patterns.

## **BURTL-619 National Study Tour to Fashion Industry**

# **BURTL-619 National Study Tour to Fashion Industry**

1 cr.  
Repeatable for Credit: Yes  
Five-day visit to New York or alternate city: study hours, discussions and lectures by leaders in American fashion market.  
Department Consent Required

## **BURTL-625 Current Retail Strategies for a Differential Advantage**

# **BURTL-625 Current Retail Strategies for a Differential Advantage**

2 cr.  
Repeatable for Credit: No  
Comparative analysis of specific retail corporations' strategies to gain a differential advantage with their merchandising and operational methodology.

## **BURTL-626 Fashion Retailing Practicum**



# **BURTL-626 Fashion Retailing Practicum**

4 cr.  
Repeatable for Credit: No  
Observation and structured experience in merchandising procedures dealing with complete operations and management of retail establishment.

## **BURTL-650 Retail Practicum I**

# **BURTL-650 Retail Practicum I**

2 cr.  
Repeatable for Credit: No  
Strategic planning for merchandising and operating the student-operated laboratory store to include market analysis, assortment planning, product development, merchandise procurement, promotional planning, merchandise presentation and store layout.  
*Prerequisites: take BURTL-390*

## **BURTL-651 Retail Practicum II**

# **BURTL-651 Retail Practicum II**

2 cr.  
Repeatable for Credit: No  
Structured experience in executing the merchandising and operation plan developed in Retail Practicum I to include evaluation of retail performance and projections for continuing operation of the student-operated retail store.  
*Prerequisite: BURTL-650*

## **BURTL-690 Advanced Merchandise Planning Control**

# **BURTL-690 Advanced Merchandise Planning Control**

3 cr.  
Repeatable for Credit: No  
Application of merchandise theory and techniques to budget, manage, and adjust actual purchases, inventory, and sales of an actual retail business.

## **BURTL-790 Seminar in Textiles, Clothing and Retail Marketing**

# **BURTL-790 Seminar in Textiles, Clothing and Retail Marketing**

2 cr.  
Repeatable for Credit: No

Review, evaluation and interpretation of current research in textiles, clothing and retail marketing.  
Department Consent Required

### **BURTL-799 Independent Study**

## **BURTL-799 Independent Study**

1-3 cr.  
Repeatable for Credit: Yes  
Department Consent Required

### **Business Supply Chain Management**

#### **BUSCM-538 Principles of Logistics**

## **BUSCM-538 Principles of Logistics**

3 cr.  
Repeatable for Credit: No  
Applies systems approach to plan movement and storage of raw materials, components and finished goods from point of origin to point of consumption. Focuses on transportation and warehousing decisions, channel structures, physical distribution, materials management, and supply chain concepts.

#### **BUSCM-637 Procurement, Sourcing and Supply Chain Management**

## **BUSCM-637 Procurement, Sourcing and Supply Chain Management**

3 cr.  
Repeatable for Credit: No  
Processes used in procuring goods and services; analyzing and selecting global sources of supply; economics of total cost of ownership; importance of quality, delivery, ethics, and legal aspects of supplier management; negotiation principles. Recommended: proficiency with spreadsheet software.

#### **BUSCM-639 Seminar: Supply Chain Systems Design**

## **BUSCM-639 Seminar: Supply Chain Systems Design**

3 cr.  
Repeatable for Credit: No  
Synthesizing experience in supply chain, cases, problems and team/individual research will focus on analyzing, designing and modeling cost effective supply chain systems that utilize innovative technology and business practices for procuring, manufacturing, storing, and moving goods from suppliers, manufacturers, distributors, retailers and end customer.  
*Prerequisites: take BUSCM 538 and INMGT-505*

## **BUSCM-658 Negotiation and Contracts**

# **BUSCM-658 Negotiation and Contracts**

3 cr.

Repeatable for Credit: No

Processes, analysis, techniques and strategies used to negotiate and develop contracts. Defining roles and importance of relationships. Identifying interests, developing and using power, creating and evaluating criteria, exploring options, analyzing offers, dealing with objections and impasses, reaching final agreement. Converting business agreements into contracts. Importance of fairness and ethics.

*Prerequisite: take BUSCM 637*

## **BUSCM-660 Supply Chain Management Design I Capstone**

# **BUSCM-660 Supply Chain Management Design I Capstone**

3 cr.

Repeatable for Credit: No

Synthesizing capstone experience focuses on planning, diagnosing and analyzing root causes of poor supply chain cost, service and operational performance. Students analyze and diagnose supply chains for strategy, organization, process, technology, business models, best practices, and information and material flow.

## **BUSCM-661 Supply Chain Management Design II Capstone**

# **BUSCM-661 Supply Chain Management Design II Capstone**

3 cr.

Repeatable for Credit: No

Continuation of Supply Chain Design I focusing on design, model and recommended integrated supply chain solutions from the perspective of strategy, people, technology, business models, and best practices for managing the flow of goods and information across the supply chain.

## **Career and Technical Education**

## **CTE-501 Preservice Workshop for Career and Technical Educators**

# **CTE-501 Preservice Workshop for Career and Technical Educators**

1 cr.

Repeatable for Credit: No

Introduction to the basic concepts of teaching courses in Wisconsin career, technical, and adult education.

## **CTE-502 Principles of Career and Technical Education**

# **CTE-502 Principles of Career and Technical Education**

2-3 cr.

Repeatable for Credit: No

Importance of career and technical education (workforce education) to American society and the individual. Actively apply principles into practice. Formulate a philosophy of workforce education based on personally held principles and demonstrated practices.

## **CTE-510 Foundations of Health Sciences Occupations Education**

# **CTE-510 Foundations of Health Sciences Occupations Education**

3 cr.

Repeatable for Credit: No

The philosophy, organization and administration of health science occupations education at the national, state and local level; includes current topics in health science occupations education with application for personnel in the field.

## **CTE-520 Careers In Health Care**

# **CTE-520 Careers In Health Care**

3 cr.

Repeatable for Credit: No

Investigation of health care delivery system, services, occupations, related health services, and the health sciences career clusters.

## **CTE-530 Curriculum Planning in Health Science Occupations**

# **CTE-530 Curriculum Planning in Health Science Occupations**

3 cr.

Repeatable for Credit: No

Competency-based and individualized approaches to principles of curriculum and course construction, study of curriculum terminology, methods of selecting and organizing content for health science occupations educators.

## **CTE-534 Performance Analysis**

# **CTE-534 Performance Analysis**

3 cr.

Repeatable for Credit: No

Analysis techniques utilized in curriculum development. Emphasis on task analysis and related procedures. Includes occupational and needs analysis, competency identification, objective writing and information mapping. Integrates task analysis with a total system for developing and revising vocational curriculum or job training programs.

#### **CTE-537 Competency-Based Education, Career And Technical**

## **CTE-537 Competency-Based Education, Career And Technical**

2 cr.

Repeatable for Credit: No

Competencies for career, technical and adult education programs and courses. Development of competency-based education performance indicators in all domains, a competency-based education management system, and basis for competency-based education evaluation.

#### **CTE-546 Seminar**

## **CTE-546 Seminar**

1-3 cr.

Repeatable for Credit: No

Current topics in career, technical and adult education with application for personnel in the field.

Instructor's Consent Required

#### **CTE-559 Technology Impacts Occupational Programs**

## **CTE-559 Technology Impacts Occupational Programs**

4 cr.

Repeatable for Credit: Yes

Presentation of latest technology in communications, manufacturing, construction, and/or transportation which involve concepts from math, science and computer science.

#### **CTE-560 Coordination of Work-based Learning (WBL) Programs**

## **CTE-560 Coordination of Work-based Learning (WBL) Programs**

3 cr.

Repeatable for Credit: No

Philosophy, planning, initiation, organization, coordination, evaluation, and teaching techniques of Cooperative Career and Technical Education

(C-CTE) programs. Special emphasis on roles, responsibilities and duties of the cooperative teacher-coordinator.

#### **CTE-575 Academic & Career Planning Introduction & Implementation**

## **CTE-575 Academic & Career Planning Introduction & Implementation**

2 cr.

Repeatable for Credit: No

Study of the Academic and Career Planning (ACP) process in Wisconsin. Distinguish between the ACP PROCESS that helps students engage in academic and career development activities and the PRODUCT that is created and maintained for students' academic, career, and personal advancement. Examine shifts in thinking, approach, and delivery of career development necessary for successful ACP implementation within local school districts.

#### **CTE-575 Digital Print Reading: A Turn-Key CAD/CAM Curriculum**

## **CTE-575 Digital Print Reading: A Turn-Key CAD/CAM Curriculum**

1 cr.

Repeatable for Credit: No

As a workshop this course is offered as professional development and is not required for any program.

#### **CTE-575 Workshop**

## **CTE-575 Workshop**

1-3 cr.

Repeatable for Credit: Yes

Special topics providing hands-on or experiential learning activities. Specific content and title to reflect the topic of the workshop.

#### **CTE-598 Field Experience**

## **CTE-598 Field Experience**

1-2 cr.

Repeatable for Credit: No

Department Consent Required

#### **CTE-605 Methods of Teaching Career and Technical Education**

## **CTE-605 Methods of Teaching Career and**

# Technical Education

2-3 cr.

Repeatable for Credit: No

Competency-based and individualized approach to methods of teaching career and technical education.

MS CTE students enroll for 2 credits.

## **CTE-638 Course Construction in Career and Technical Education**

# **CTE-638 Course Construction in Career and Technical Education**

2-3 cr.

Repeatable for Credit: No

Focus on performance-based curricula design principles and practices in Career and Technical Education (CTE). Content will challenge personally held ideas, assumptions, and practices related to curricula and its stakeholders. The products of learning include standards-based course, lesson, and assessment tools that are anchored to the mission, goals, and standards specific to the teacher-candidates CTE program area.

MS CTE students enroll for 2 credits.

## **CTE-640 Instructional Evaluation in Career and Technical Education**

# **CTE-640 Instructional Evaluation in Career and Technical Education**

2-3 cr.

Repeatable for Credit: No

Competency-based and individualized approach to instructional evaluation for career and technical educators. Prepares educators to design and implement performance-based assessment in diverse formats and settings that evidence student learning.

MS CTE students enroll for 2 credits.

## **CTE-660 Data Responsive Planning, Teaching and Assessment**

# **CTE-660 Data Responsive Planning, Teaching and Assessment**

3

Repeatable for Credit: No

Teaching, planning and assessment of student learning through curriculum-based evidence collection and analysis in an effort to monitor and revise lessons, strategies, assessments (formative and summative), courses and programs.

## **CTE-674 Adult Education**

# **CTE-674 Adult Education**

2 cr.  
Repeatable for Credit: No  
Philosophy and history of adult education in the United States. Techniques for teaching adults: psychological factors, methods, adult interests and characteristics.

#### **CTE-708 Issues in Career and Technical Education**

## **CTE-708 Issues in Career and Technical Education**

2 cr.  
Repeatable for Credit: No  
An in-depth study of contemporary issues affecting career, technical and adult education. Possible solutions or alternatives will be proposed.

#### **CTE-710 Coordination and Supervision of Career and Technical Education**

## **CTE-710 Coordination and Supervision of Career and Technical Education**

2 cr.  
Repeatable for Credit: No  
Principles of coordination/supervision in career, technical and adult education. The coordinator/supervisory positions and their functional relationship to the career and technical education system.

#### **CTE-720 Policy and Legal Issues in Career and Technical Education**

## **CTE-720 Policy and Legal Issues in Career and Technical Education**

2 cr.  
Repeatable for Credit: No  
Contemporary legal and policy issues affecting secondary and postsecondary career and technical education.

#### **CTE-725 Quality Improvement in Education**

## **CTE-725 Quality Improvement in Education**

3 cr.  
Repeatable for Credit: No  
Systematic and strategic approaches to improving educational processes by applying and implementing quality improvement techniques.

#### **CTE-735 Problems In Career and Technical Education**



# **CTE-735 Problems In Career and Technical Education**

2 cr.

Repeatable for Credit: No

Identification, selection, and completion of a problem in career and technical education culminating in a Plan B paper.

## **CTE-737 Competency-Based Education--Career and Technical**

# **CTE-737 Competency-Based Education--Career and Technical**

2 cr.

Repeatable for Credit: No

Competencies for career, technical and adult education programs and courses. Development of competency-based education performance indicators in all domains, a competency-based education management system, and basis for competency-based education evaluation.

## **CTE-746 Seminar**

# **CTE-746 Seminar**

1-3 cr.

Repeatable for Credit: No

Special topics on current developments in the field. Each seminar devoted to a specific development to be indicated with sub-title and description.

## **CTE-770 Thesis--Career and Technical Education**

# **CTE-770 Thesis--Career and Technical Education**

2-6 cr.

Repeatable for Credit: No

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for 2, 4, or 6 semester hours of credit in various terms with a final total of six.

## **CTE-775 Workshop**

# **CTE-775 Workshop**

1-3 cr.

Repeatable for Credit: Yes

Special topics providing hands-on experiential learning activities. Specific content and title to reflect the topic of the workshop.

## **CTE-780 Internship, Career and Technical Education**

# **CTE-780 Internship, Career and Technical Education**

4-8 cr.

Repeatable for Credit: No

A planned, supervised experience for M.S. or Ed.S. candidates. To be completed at selected locations capable of providing appropriate experiences.

Department Consent Required

## **CTE-784 Internship--Local Vocational Education Coordinator**

# **CTE-784 Internship--Local Vocational Education Coordinator**

4-8 cr.

Repeatable for Credit: No

Supervised field practice in local career and technical education coordination to be completed at selected schools or CESA agencies capable of providing appropriate experiences.

Department Consent Required

## **CTE-796 Advocacy in Career and Technical Education**

# **CTE-796 Advocacy in Career and Technical Education**

1 cr.

Repeatable for Credit: No

Define and discuss advocacy as leaders in a profession. Develop skills in advocating for career and technical education through participation in CTE Month activities and attendance at legislative days hosted by CTE professional associations (state or national).

## **CTE-797 Field Experience**

# **CTE-797 Field Experience**

1 cr.

Repeatable for Credit: No

Department Consent Required

## **CTE-798 Field Experience**

# CTE-798 Field Experience

1-2 cr.  
Repeatable for Credit: No  
Department Consent Required

## CTE-799 Independent Study

# CTE-799 Independent Study

1-3 cr.  
Repeatable for Credit: Yes  
Department Consent Required

## CTE-895 Field Study in Career and Technical Education

# CTE-895 Field Study in Career and Technical Education

6 cr.  
Repeatable for Credit: No  
Supervised research study; investigate and develop in-depth the body of knowledge associated with selected problem in CTE. Includes review of literature, data analysis, conclusions and recommendations, dissemination plan.  
*Prerequisite: EDUC-816; must be enrolled in EdS in CTE*

## CTE-899 Independent Study

# CTE-899 Independent Study

1-3 cr.  
Repeatable for Credit: Yes  
Department Consent Required

## CTE-901 Introduction to the Ed.D. in Career and Technical Education

# CTE-901 Introduction to the Ed.D. in Career and Technical Education

2 cr.  
Repeatable for Credit: No  
Introduction to cohort and learning communities; development of program plan, goals, and research agenda for the Ed.D. in CTE program.  
Must be enrolled in the EdD CTE program

## **CTE-902 Philosophy and Practice of Career and Technical Education**

# **CTE-902 Philosophy and Practice of Career and Technical Education**

3 cr.

Repeatable for Credit: No

The history and development of career and technical education with emphasis on the philosophical bases of the field. Examines the impact of external forces and educational agencies on the organization and administration of programs. Development of a personal philosophy is required. Must be enrolled in the EdD CTE program

## **CTE-903 Educational Leadership in Career and Technical Education**

# **CTE-903 Educational Leadership in Career and Technical Education**

3 cr.

Repeatable for Credit: No

Leadership for planning, facilities and support services management, supervision of instruction, professional development, and assessment in career and technical education. Analysis and development of skills relative to leading an organization including campus/school planning, entrepreneurship, the business of education and selling an idea. Must be enrolled in the EdD CTE program

## **CTE-904 Social and Economic Issues in Career & Technical Education**

# **CTE-904 Social and Economic Issues in Career & Technical Education**

3 cr.

Repeatable for Credit: No

Exploration of the major social, economic, and political issues and trends expected to have continuing impacts on career and technical education and the workforce. The current status and philosophies of career and technical education are evaluated relative to these changes. Alternative directions for the future are identified and analyzed, with emphasis on proactive rather than reactive strategies for educators. Must be enrolled in the EdD CTE program

## **CTE-905 CTE Curriculum Systems**

# **CTE-905 CTE Curriculum Systems**

3 cr.

Repeatable for Credit: No

Study and application of learning theory and philosophy to the planning, design, and development of secondary and postsecondary career and technical education programs and curriculum. Must be enrolled in the EdD CTE program

## **CTE-906 Applied Statistical Analysis for Education**

# **CTE-906 Applied Statistical Analysis for Education**

3 cr.

Repeatable for Credit: No

Knowledge, concepts, applications, interpretations and reporting of basic and practical statistical procedures related to educational problems.

Applications of descriptive statistics, probability-sampling distributions, inferential statistics, interval estimation and tests of significance.

Must be enrolled in the EdD CTE program

## **CTE-911 Comparative Systems in CTE**

# **CTE-911 Comparative Systems in CTE**

3 cr.

Repeatable for Credit: No

Exploration and analysis of CTE practices and philosophies across the world, within regions, and the structures used to deliver work- and career-related education/training.

Must be enrolled in the EdD CTE program

## **CTE-912 Education Policy and Leadership**

# **CTE-912 Education Policy and Leadership**

3 cr.

Repeatable for Credit: No

Influence of federal and state policy and leadership within the context of career and technical education. Research and examine CTE policy and leadership. Nature of political action in each of these arenas with attention to location/geography, PK12 and postsecondary career and technical education.

## **CTE-913 Program Planning, Development and Evaluation**

# **CTE-913 Program Planning, Development and Evaluation**

3 cr.

Repeatable for Credit: No

Application of research theory, CTE philosophy and practice relative to program planning, development and evaluation. Emphasis on the development and delivery in an efficient and effective manner, utilizing data and research when making program decisions.

Must be enrolled in the EdD CTE program

## **CTE-914 Research Seminar**

# **CTE-914 Research Seminar**

2 cr.  
Repeatable for Credit: No  
Concepts and application in conducting doctoral level educational research. Emphasis on various data collection and analysis techniques. Research methods, designs, and data gathering tools to best approach a problem to investigate, meet their research objectives, and operate within the constraints of the research problem.  
Must be enrolled in the EdD CTE program

## **CTE-915 Quantitative Research Methods**

# **CTE-915 Quantitative Research Methods**

3 cr.  
Repeatable for Credit: No  
Processes and applications of quantitative research in educational-based disciplines. Common quantitative research methods, research types, study designs, basic statistics and reporting techniques used in the behavioral sciences. Develop proficiency in the design, development, and analysis of research using quantitative methodology.  
Must be enrolled in the EdD CTE program

## **CTE-921 Qualitative and Mixed Research Methods**

# **CTE-921 Qualitative and Mixed Research Methods**

3 cr.  
Repeatable for Credit: No  
Design, development and analysis of research utilizing qualitative methodology (theory, models, measurement, sampling and analysis). In addition, mixed methodology research strategies will be addressed.  
Must be enrolled in the EdD CTE program

## **CTE-922 Strategic Planning and Administration in CTE**

# **CTE-922 Strategic Planning and Administration in CTE**

3 cr.  
Repeatable for Credit: No  
The role and process of strategic planning that incorporates working with internal and external stakeholders, data analysis, and short and long range planning. Application of leadership theory, analysis, and strategy to develop and lead the strategic planning process.  
Must be enrolled in the EdD CTE program

## **CTE-995 CTE Dissertation**

# **CTE-995 CTE Dissertation**

3-12 cr.

Repeatable for Credit: Yes

Guided research under direction of investigation adviser and research committee. Identification and selection of problem, review of literature, selection of research methodology, conduct research, interpretation and analysis of findings, and recommendations and conclusions. Requires research proposal presentation (preliminary examination) and final defense presentation.

Instructor's Consent Required

Must be enrolled in the EdD CTE program

## **Chemistry**

### **CHEM-511 Biochemistry**

## **CHEM-511 Biochemistry**

4 cr.

Repeatable for Credit: No

Fundamental chemistry and metabolism of carbohydrates, lipids and proteins; second- and third-order structure of proteins; chemistry of nucleic acids; nature and dynamics of enzymes and enzyme action; biological oxidations; lab work in metabolism, chromatography, enzyme action, qualitative and quantitative analytical procedures.

### **CHEM-652 Environmental Regulations Management**

## **CHEM-652 Environmental Regulations Management**

3 cr.

Repeatable for Credit: No

Laws governing environmental issues. Environmental regulations, applicability of the laws, and resources for interpreting the regulations. Evaluation of environmental research.

Instructor's Consent Required

### **CHEM-770 Thesis - Industrial Hygiene**

## **CHEM-770 Thesis - Industrial Hygiene**

2-6 cr.

Repeatable for Credit: Yes

Independent research under direction of investigation advisor. Selection of problem, review of literature, planning and conducting research, interpretation of findings, and preparation of final paper according to thesis standards. Students may enroll for two, four or six semester hours of credit in various terms for a final total of six.

Department Consent Required

*Prerequisites: take EDUC-740 or INMG-T-700*

## **Cognitive Neuroscience**

### **CNS-681 Computational Cognitive Neuroscience**

# **CNS-681 Computational Cognitive Neuroscience**

4 cr.  
Repeatable for Credit: No  
Basic principles of computational cognitive neuroscience. Simulating cognition using biologically based networks of neuron-like units (neural networks).

## **Communication Studies**

### **COMST-508 Business and Professional Speaking**

## **COMST-508 Business and Professional Speaking**

3 cr.  
Repeatable for Credit: No  
Professional communication; projects emphasizing the application of oral presentation skills in business and professional contexts.

### **COMST-570 Communicating in Health Contexts**

## **COMST-570 Communicating in Health Contexts**

3 cr.  
Repeatable for Credit: No  
Theories and practical approaches to interactions about health- and wellness-related issues. Addresses perspectives on health communication in interpersonal, clinical, small group, and organizational contexts. Explains communication issues that exist in health care encounters, and discusses the influences of culture on health communication.

### **COMST-675 Applied Health Communication Capstone**

## **COMST-675 Applied Health Communication Capstone**

3 cr.  
Repeatable for Credit: No  
Completion of an original research or field experience project for business or industry. Results in either a deliverable for a client with a project report or a research paper.

### **COMST-710 Advanced Interpersonal Communication for Professionals**

## **COMST-710 Advanced Interpersonal Communication for Professionals**



3 cr.

Repeatable for Credit: No

Study of interpersonal communication theory applied to organizational and professional contexts.

### **SPCOM-670 Special Topics in Health Communication**

## **SPCOM-670 Special Topics in Health Communication**

3 cr.

Repeatable for Credit: No

In-depth study of special topics in the field of health communication.

### **Computer, Networking & Information Technologies**

### **CNIT-500 Special Topics: VMware vSphere Install, Configure, Manage Version 6.0**

## **CNIT-500 Special Topics: VMware vSphere Install, Configure, Manage Version 6.0**

3 cr.

Repeatable for Credit: No

Install, configure, and manage VMware vSphere 6.0, which includes VMware ESXi 6.0 and VMware vCenter Server 6.0. This course prepares you to administer a vSphere infrastructure for an organization of any size and forms the foundation for most other VMware technologies in the software-defined data center.

### **CNIT-501 Linux Systems & Network Administration**

## **CNIT-501 Linux Systems & Network Administration**

3 cr.

Repeatable for Credit: No

A technical overview of the Linux operating system, including: hands-on experience with commands, files, services and tools. Topics include basic Linux commands, files and directories, text editing and scripting; installation and maintenance of Linux servers in the corporate world; installation and configuration of services and applications of Linux servers.

No

### **CNIT-530 IP Telephony Design & Implementation**

## **CNIT-530 IP Telephony Design & Implementation**

3 cr.

Repeatable for Credit: No

Internet protocol (IP) telephony components and protocols examination; converged network interpretation; analog and digital voice interface configuration; quality of service configuration; single and multisite IP telephony deployment; IP telephony features implementation.

### **CNIT-561 Workstation and Server**

## **CNIT-561 Workstation and Server**

3 cr.

Repeatable for Credit: No

Installing, configuring, and administering Microsoft Windows utilizing the current commercial version of the product for both workstations and servers. Helps prepare students for two of the Microsoft Certified Systems Engineer (MCSE) certification examinations.

### **CNIT-562 Server Applications**

## **CNIT-562 Server Applications**

3 cr.

Repeatable for Credit: No

Installing, configuring, and administering server applications using multiple industry standard operating systems. Server applications may include World Wide Web, FTP, software updates, mail, file sharing, DNS, DHCP, and terminal services.

*Prerequisite: take CNIT-561*

### **CNIT-563 Directory Services**

## **CNIT-563 Directory Services**

3 cr.

Repeatable for Credit: No

Provides knowledge and skills to plan, implement, and troubleshoot directory services. Design and implement a secure network. Focuses on a directory services environment, including forest and domain structure, domain name system, site ology and replication, organizational unit structure, and delegation of administrations.

*Prerequisite: take CNIT-561*

### **CNIT-582 Network Systems Design**

## **CNIT-582 Network Systems Design**

3 cr.

Repeatable for Credit: No

Concepts from communication networks. LAN, MAN, WAN networks. Introduction to LAN switching, ATM and virtual LANS. Designing and integration of LAN switching virtual networking and ATM into today's networks.

### **CNIT-583 Introduction to Network Security**

## **CNIT-583 Introduction to Network Security**

3 cr.  
Repeatable for Credit: No  
Design, implementation and management of network security in multilayered computer networks. Identifying and evaluating network security threats; internet, intranet, and extranet security issues.

### **CNIT-591 Wireless Systems**

## **CNIT-591 Wireless Systems**

3 cr.  
Repeatable for Credit: No  
Wireless networking combining Radio Frequency (RF) and Local Area Networking (LAN) technology fundamentals. Basic concepts and building blocks or the convergence between RF and networking technologies. Technologies and tasks vital to installing, managing, and supporting wireless networks.  
Instructor's Consent Required

### **CNIT-641 Scalable Internetworks**

## **CNIT-641 Scalable Internetworks**

3 cr.  
Repeatable for Credit: No  
One of three core courses for preparation for the Cisco CCNP and CCDP professional certification. Students will learn how to build scalable routable networks. Students are required to pass the associated Cisco certification examination.

### **CNIT-643 Multi-Layer Switched Networks**

## **CNIT-643 Multi-Layer Switched Networks**

3 cr.  
Repeatable for Credit: No  
One of three core courses for preparation for the Cisco CCNP and CCDP professional certification. Build multi-layer switched networks. Students are required to pass the associated Cisco certification examination.  
*Prerequisite: take CNIT-641*

### **CNIT-644 Internetwork Troubleshooting**

## **CNIT-644 Internetwork Troubleshooting**

3 cr.  
Repeatable for Credit: No  
Specialization course for the Cisco CCNP professional certification. Students will learn to troubleshoot internetworks. Students are required to pass the associated Cisco certification examination.  
*Prerequisites: take CNIT-641, ITM-642, and CNIT-643*

## **CNIT-650 Enterprise Solutions and Unified Communications**

# **CNIT-650 Enterprise Solutions and Unified Communications**

3 cr.

Repeatable for Credit: No

Enterprise-level network utilizing the technologies and methods that are current industry best practices. Provide enterprise network solutions and unified communications to an organization while maintaining quality of service. New and emerging network technologies for an enterprise network.

*Prerequisites: take CNIT-530, CNIT-563, and CNIT-644*

## **CNIT-684 Advanced Network Security and Auditing**

# **CNIT-684 Advanced Network Security and Auditing**

3 cr.

Repeatable for Credit: No

Network infrastructure, operating systems, data centers, and virtualized environment security and auditing. Information technology government and industry regulation compliance.

## **CNIT-690 Information Technology Management Capstone**

# **CNIT-690 Information Technology Management Capstone**

3 cr.

Repeatable for Credit: No

Work with an outside organization in a team environment utilizing concepts of design, brainstorming, problem solving, team work, creativity, evaluation, and present findings in oral and written formats.

## **Computer Science**

### **CS-545 Image Processing**

# **CS-545 Image Processing**

3 cr.

Repeatable for Credit: No

Theory and applications of digital image processing. Mathematical foundations and algorithms for enhancement, restoration, compression, segmentation and reconstruction from projections.

## **CS-546 Simulation Modeling and Analysis**

# **CS-546 Simulation Modeling and Analysis**

3 cr.

Repeatable for Credit: No

Simulation as a problem-solving technique; models, analysis and languages for simulation; data collection; random variety generation; verification and validation; output analysis; optimization of systems.

## **CS-680 Introduction to Computer Security**

# **CS-680 Introduction to Computer Security**

3 cr.

Repeatable for Credit: No

Computer security problems and challenges, relationship between policy and security, cryptography, implementation of requirements imposed by policies, use of standards to ensure that the system will meet its goals, system vulnerabilities analysis and detection, intrusion detection, application of desired policy and procedures to support the policy.

## **CS-741 Computer Programming Techniques**

# **CS-741 Computer Programming Techniques**

2 cr.

Repeatable for Credit: No

Introduction to computer systems and their utilization. Emphasis on translating language with application to individual research projects, statistical or developmental.

## **CS-745 Data Mining**

# **CS-745 Data Mining**

3 cr.

Repeatable for Credit: No

Fundamental concepts and methods in the field of data mining in order to discover meaningful patterns and knowledge from large datasets. Issues in data acquisition, integration, preprocessing, analysis and reporting. Hands-on examples from practical applications illustrating the concepts covered in the course.

## **CS-799 Independent Study**

# **CS-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department consent

## **Counseling**

### **COUN-606 Peer Supervisory Experience**

## **COUN-606 Peer Supervisory Experience**

1 cr.

Repeatable for Credit: Yes

Experience in observation and feedback to peers undergoing counseling skill training.

Instructor's Consent Required

### **COUN-647 Assessment and Treatment of Eating Disorders**

## **COUN-647 Assessment and Treatment of Eating Disorders**

2 cr.

Repeatable for Credit: No

Description and diagnostic criteria for anorexia nervosa, bulimia nervosa, obesity, and compulsive overeating. Psychological, sociological, and familial influences on the development of the disorders. Assessment instruments, approaches, and treatment considerations.

### **COUN-694 Counseling Older Persons**

## **COUN-694 Counseling Older Persons**

2-3 cr.

Repeatable for Credit: No

Training service providers in counseling skills and gerontology through discussion, observation and supervised counseling experiences.

### **COUN-700 Seminar In Counseling**

## **COUN-700 Seminar In Counseling**

1-3 cr.

Repeatable for Credit: Yes

Special topics on current developments in the field. Each seminar is devoted to a specific development to be indicated with a subtitle and description.

### **COUN-715 Foundations of Clinical Mental Health Counseling**

## **COUN-715 Foundations of Clinical Mental Health Counseling**

3 cr.

Repeatable for Credit: No

Professional, ethical, and legal issues in mental health and AODA counseling. National and Wisconsin credential standards for mental health and AODA counseling practice. Regional mental health and AODA practice settings. Public policy issues in mental health and AODA counseling. Must be accepted into the M.S. in Clinical Mental Health Counseling program

### **COUN-719 Crisis and Trauma Counseling**

## **COUN-719 Crisis and Trauma Counseling**

3 cr.

Repeatable for Credit: No

Clinical implications of significant personal loss by trauma, life transition, disease, disability and bereavement. Evidence-based approaches to grief counseling, the neurocognitive impact of trauma, and theoretically grounded approaches to trauma counseling. Emphasis will be on clinical skill integration in the context of grief and trauma.

### **COUN-720 Psychopharmacology**

## **COUN-720 Psychopharmacology**

2 cr.

Repeatable for Credit: No

Overview of abused street and prescription drugs and the legitimate use of psycho-pharmaceutical medicine. Fundamental concepts of neuroanatomy and neurochemistry. Medications for the treatment of substance abuse disorders and chronic pain management. Signs and symptoms of drug toxicity, drug interactions and side effects. Crisis intervention strategies.

### **COUN-721 Alcohol and Drug Abuse Treatment Programs**

## **COUN-721 Alcohol and Drug Abuse Treatment Programs**

3 cr.

Repeatable for Credit: No

Psychological factors in alcohol and drug abuse. Treatment programs and approaches used by alcohol and drug abuse counselors.

### **COUN-722 Advanced Topics in Compulsive Behavior Disorders**

## **COUN-722 Advanced Topics in Compulsive Behavior Disorders**

3 cr.

Repeatable for Credit: No

Psychology of shame and its relationship to substance abuse and other compulsive behaviors. Overview of prominent topics in compulsive behavioral disorders including substance abuse, gambling, eating, spending money, sex, internet, and other excessive and harmful behaviors.

Advanced counseling skill development through psycho-education presentations and hypothetical problem solving. Ethical issues in counseling.  
*Prerequisite: take COUN-721*

### **COUN-723 Psychopathology: Assessment and Treatment Planning**

## **COUN-723 Psychopathology: Assessment and Treatment Planning**

3 cr.  
Repeatable for Credit: No  
Training in the use of the current edition of the diagnostic and statistical manual (DSM) for assessment of mental disorders; use of behavioral and psychometric assessment procedures; treatment planning.

### **COUN-724 Adolescent Substance Abuse Counseling**

## **COUN-724 Adolescent Substance Abuse Counseling**

2 cr.  
Repeatable for Credit: No  
Major adolescent developmental concepts, current trends, and culturally sensitive approaches in the assessment, prevention and treatment of adolescent substance abuse.  
*Prerequisite: take COUN-721*

### **COUN-725 Social and Cultural Issues in Counseling**

## **COUN-725 Social and Cultural Issues in Counseling**

3 cr.  
Repeatable for Credit: No  
Major concepts, theoretical perspectives, professional issues, and skills of effective counseling related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, and socio-economic status.

### **COUN-727 Mindfulness Applications in Counseling**

## **COUN-727 Mindfulness Applications in Counseling**

2 cr.  
Repeatable for Credit: No  
History and methods of mindfulness psychology. Research supporting mindfulness integration in counseling. Theories and techniques of current



mindfulness-based counseling and psychotherapy. Experiential mindfulness exercises and practice.

### **COUN-735 Problems in Counseling**

## **COUN-735 Problems in Counseling**

2 cr.

Repeatable for Credit: No

Plan B investigations are the primary purpose of this course. Students who are ready to write their Plan B paper should register for this course and then confer with the major adviser to select a staff member who will serve as an investigation adviser. Meetings with the adviser are by arrangement only.

*Prerequisites: take EDUC-740 or MFT-765*

### **COUN-745 Treating Personality Disorders**

## **COUN-745 Treating Personality Disorders**

1 cr.

Repeatable for Credit: No

Diagnosis, assessment, and treatment of personality disorders as defined in the current edition of the Diagnostic and Statistical Manual (DSM). Underlying belief systems associated with the various personality disorders. Therapeutic strategies useful in working with individuals with personality disorders.

*Prerequisite: take COUN-723*

### **COUN-749 Cooperative Education Experience**

## **COUN-749 Cooperative Education Experience**

1-6 cr.

Repeatable for Credit: Yes

Work and study in an approved position to gain business/industry experience. Generally entails recurring, supervised work periods, each one building and expanding on the previous one.

Department Consent Required

### **COUN-750 Counseling Theory**

## **COUN-750 Counseling Theory**

3 cr.

Repeatable for Credit: No

History and theories of counseling and psycho- therapy: psychoanalytic, humanistic/existential, cognitive/behavioral, family systems, feminist, and others. Underlying personality theory. Integration and eclecticism in counseling practice. Illustrative practical applications. Integration of counseling theory into a personal counseling style.

### **COUN-752 Group Dynamics**

# **COUN-752 Group Dynamics**

3 cr.

Repeatable for Credit: No

Theoretical and experiential understandings of group work, dynamics/development, and leadership approaches. Small group experience and supervised training in essential group leadership skills. Design and implementation of different types of groups for diverse populations in varied professional settings.

*Prerequisite or Corequisite: COUN-788*

## **COUN-754 Assessment and Clinical Interviewing in Counseling**

# **COUN-754 Assessment and Clinical Interviewing in Counseling**

1 cr.

Repeatable for Credit: No

Instruments and procedures used for the assessment of behavior relevant to and appropriate for mental health counseling. Emphasis on the selection, administration, interpretation, and application of major assessment instruments and procedures. Synthesis of assessment information into psychological reports.

*Prerequisite: take SPSY-753*

## **COUN-761 Counseling Children and Adolescents**

# **COUN-761 Counseling Children and Adolescents**

3 cr.

Repeatable for Credit: No

Concepts and developmental approaches to counseling with children and adolescents. Integration of culturally responsive strategies, identification of at-risk behavior and prevention, and strategies to work with parents and families.

## **COUN-770 Thesis**

# **COUN-770 Thesis**

2-6 cr.

Repeatable for Credit: Yes

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for 2, 4, or 6 semester hours of credit in various terms with a final total of six.

*Prerequisites: take EDUC-740 or MFT-765*

## **COUN-775 Alcohol and Drug Abuse Counseling Practicum I**

# **COUN-775 Alcohol and Drug Abuse Counseling**

# Practicum I

8 cr.

Repeatable for Credit: No

Counseling under supervision in an alcohol and drug abuse treatment facility. Laboratory instruction on various aspects of alcohol and drug abuse treatment approaches.

Department Consent Required

*Prerequisites: take COUN-721 and COUN-788*

## **COUN-776 Alcohol and Drug Abuse Counseling Practicum II**

# COUN-776 Alcohol and Drug Abuse Counseling Practicum II

8 cr.

Repeatable for Credit: No

A continuation of Alcohol and Drug Abuse Counseling Practicum I. Students will continue a supervised counseling experience in an appropriate treatment facility and related laboratory instruction.

Department Consent Required

*Prerequisite: take COUN-775*

## **COUN-788 Counseling Process Laboratory**

# COUN-788 Counseling Process Laboratory

3 cr.

Repeatable for Credit: No

Basic attending and influencing skills used in the one-to-one and one-to-group situations involving laboratory experiences, such as counseling, feedback, critiquing, modeling, assessing and evaluating.

*Prerequisite or Corequisite: COUN-750*

## **COUN-789 Clinical Mental Health Diagnosis and Treatment Planning**

# COUN-789 Clinical Mental Health Diagnosis and Treatment Planning

3 cr.

Repeatable for Credit: No

Training in the theory and practice of cognitive- behavioral, and solution-focused treatment models. Assessment, intervention, and self-management strategies through this approach will be emphasized. Application of cognitive-behavioral techniques to human problems.

*Prerequisite: take COUN-750*

## **COUN-790 Supervision in Clinical Mental Health Counseling**

# **COUN-790 Supervision in Clinical Mental Health Counseling**

3 cr.  
Repeatable for Credit: No  
Theory and practice of clinical and administration supervision in Mental Health Counseling venues. Supervision skill development and practice in laboratory setting.  
*Prerequisite: take COUN-788*

## **COUN-793 Mental Health Counseling Practicum**

# **COUN-793 Mental Health Counseling Practicum**

3 cr.  
Repeatable for Credit: No  
Minimum of 150 hours of closely supervised counseling experience in an appropriate mental health setting. Regular seminars and individual supervision sessions required.  
*Prerequisite: take COUN-788*

## **COUN-794 Mental Health Counseling Internship**

# **COUN-794 Mental Health Counseling Internship**

2-6 cr.  
Repeatable for Credit: Yes  
Minimum of 200 hours of supervised experience in a mental health or AODA setting for two credits. Applied professional experiences, including individual, group, marriage and/or family counseling; intake interviewing; diagnosis; psychological testing; treatment planning; consultation and outreach; referrals; and/or documentation. Repeatable to 6 credits (600 hours).  
*Prerequisite: take COUN-793*

## **COUN-799 Independent Study**

# **COUN-799 Independent Study**

1-3 cr.  
Repeatable for Credit: Yes  
Department Consent Required

## **COUN-892 Advanced Counseling Practicum**

# **COUN-892 Advanced Counseling Practicum**

2 cr.  
Repeatable for Credit: Yes

Clinical supervised counseling experiences in a variety of school institutional and agency settings. Designed to assist the student to more adequately understand and apply the dynamics of human behavior in the one-to-one counseling relationship. A minimum of 60 to 90 clock hours of experience is required.

*Prerequisite: take COUN-793*

## **COUN-895 Field Study**

# **COUN-895 Field Study**

2-6 cr.

Repeatable for Credit: Yes

Experience in action-type field research in pupil personnel services. The student will identify and research a topic directly related to his career position. Preparation and presentation of a formal report of the study to appropriate personnel. Student may enroll for 2, 4, or 6 semester hours of credit in various terms with a final total of six.

## **Cross-Media Graphics**

### **CMG-551 Cross-Media Personalization**

# **CMG-551 Cross-Media Personalization**

3 cr.

Repeatable for Credit: No

Software, systems and processes used to plan and produce personalized and integrated cross-media (Web, print, e-mail, mobile, digital media) marketing/promotion campaigns. Databases, layout issues, dynamic content (text, images, charts and graphs), scripting, automation, variable data digital printing and personalization, through design platforms and web storefront interaction.

### **CMG-555 ePublishing**

# **CMG-555 ePublishing**

3 cr.

Repeatable for Credit: No

Techniques and processes for creating published digital media. Design considerations, file formats, digital asset and rights management, digital publishing standards and issues specific to long documents. Portable Document Format files, eBook formats and other standards for digital documents. Extensible Markup Language (XML) in print and digital media workflows.

### **CMG-562 Screen and Specialty Printing**

# **CMG-562 Screen and Specialty Printing**

3 cr.

Repeatable for Credit: No

Screen, and other specialty printing on a variety of substrates. Wide format, three-dimensional, lenticular, cut vinyl graphics, dye sublimation, pad printing, laser marking/engraving, issues and process-control concerns unique to these image transfer methods.

Special course fee applies.

## **CMG-568 Print Optimization**

# **CMG-568 Print Optimization**

3 cr.  
Repeatable for Credit: No  
The application of industry specifications to optimize print reproduction. Instrumentation, press fingerprinting and applied color management.

## **CMG-580 Cross-Media Estimating and Planning**

# **CMG-580 Cross-Media Estimating and Planning**

3 cr.  
Repeatable for Credit: No  
Cross-media graphics workflow management issues including cost of production or services, estimating practices, planning and scheduling of both print and non-print graphic projects.

## **CMG-643 Cross-Media Practicum**

# **CMG-643 Cross-Media Practicum**

3 cr.  
Repeatable for Credit: Yes  
Integration of all cross-media graphics processes in the design and production of print and non-print graphic products and services for clients in the university community. Special emphasis on the process and workflow management roles of estimating, customer service, scheduling, planning, production supervision and quality control.  
Instructor's Consent Required

## **CMG-645 Publication Production**

# **CMG-645 Publication Production**

3 cr.  
Repeatable for Credit: No  
Cross-discipline work teams experience integration of creative, technical and managerial skills to design, plan, schedule, produce and distribute print and digital versions of a publication.  
Instructor's Consent Required

## **CMG-682 Graphics Workflow Automation**

# **CMG-682 Graphics Workflow Automation**

3 cr.  
Repeatable for Credit: No  
Emerging trends in graphics workflow automation. Utilization of Job Definition Format (JDF) files to streamline digital workflow and integrate

with production and management information systems. Asset management integration, file preflighting and repair, scripting, Web-to-Print integration, and workflow customization.

### **CMG-695 Cross-Media Seminar**

## **CMG-695 Cross-Media Seminar**

3 cr.

Repeatable for Credit: Yes

Overview of the graphic communications industry; its size, market segments, profitability and organization. Research and analysis of company annual reports. Strategic planning, management and leadership, industry trends and forecasts, trade organizations, news and other information sources. Impact of technology, global issues, and competing information distribution channels.

### **Design**

### **DES-508 Lighting Design in the Built Environment**

## **DES-508 Lighting Design in the Built Environment**

3 cr.

Repeatable for Credit: Yes

Exploration and application of professional lighting design practice within the built environment including psychological and physiological aspects of artificial and natural light, effects of color, directional effects, materials, design process, aesthetics, codes, energy conservation, and sustainability.

Department Consent Required

### **DES-521 Digital Imagery Studio**

## **DES-521 Digital Imagery Studio**

3 cr.

Repeatable for Credit: Yes

A studio workshop experience in digital painting, photo illustration and image compositing using digital tools. Advanced topics and projects rotate.

Instructor's Consent Required

### **DES-525 Introduction to Web Design**

## **DES-525 Introduction to Web Design**

3 cr.

Repeatable for Credit: No

Processes and concepts involved in the design and development of Web sites.

### **DES-570 User Experience Design**

# **DES-570 User Experience Design**

3 cr.

Repeatable for Credit: No

Application of principles and methods involved in user experience design and human-computer interaction.

## **DES-571 Interactive Media Design**

# **DES-571 Interactive Media Design**

3 cr.

Repeatable for Credit: No

Design and development of interactive media compositions.

## **DES-572 3D Modeling and Animation I**

# **DES-572 3D Modeling and Animation I**

3 cr.

Repeatable for Credit: No

Introduction to 3D digital modeling, animation, texturing, lighting, and rendering techniques. Using digital design elements and visual aesthetics, students create 3D digital imagery and animations.

Instructor's Consent Required

## **DES-573 3D Modeling - Hard Surface**

# **DES-573 3D Modeling - Hard Surface**

3 cr.

Repeatable for Credit: Yes

Intermediate design studio course focused on developing 3D hard surface models, textures and environment lighting. Creation of robust digital imagery and animations using rendering and visual aesthetics.

Instructor's Consent Required

## **DES-574 3D Modeling - Organics**

# **DES-574 3D Modeling - Organics**

3 cr.

Repeatable for Credit: No

Intermediate design studio course focused on developing 3D organic models and textures. Creation of robust digital imagery and animations using rendering and visual aesthetics.

Instructor's Consent Required

## **DES-575 Digital Cinema Studio**



# **DES-575 Digital Cinema Studio**

3 cr.

Repeatable for Credit: Yes

Techniques, topics and projects for digital cinema. Emphasis on creative direction, aesthetics, content and narrative development. Advanced students work individually and in teams to produce and critically examine self-directed projects. Advanced topics and projects rotate each semester.

Instructor's Consent Required

## **DES-578 Animation Studio**

# **DES-578 Animation Studio**

3 cr.

Repeatable for Credit: Yes

Animation techniques, topics and projects. Course provides an introduction to 2D and s-motion animation techniques. Advanced students work individually and in teams to produce and critically examine self-directed projects. Specific topics and projects rotate each semester. Repeatable.

Instructor's Consent Required

## **DES-579 Comics & Sequential Art Studio**

# **DES-579 Comics & Sequential Art Studio**

3 cr.

Repeatable for Credit: Yes

Techniques, topics and projects. Introduction to the art and craft of combining words and illustrated pictures to create narrative works. Advanced students work individually and in teams to produce and critically examine self-directed projects. Advanced topics and projects rotate each semester. Repeatable.

Instructor's Consent Required

## **DES-580 Signage and Exhibition Design**

# **DES-580 Signage and Exhibition Design**

3 cr.

Repeatable for Credit: Yes

Organization and design of environmental graphics through the production of signage, display, and exhibition support systems.

Instructor's Consent Required

## **DES-585 Advanced Interactive Design**

# **DES-585 Advanced Interactive Design**

3 cr.

Repeatable for Credit: Yes

Advanced design and development of interactive projects. Project focus will rotate across contemporary topics. (Repeatable)

Instructor's Consent Required

### **DES-586 Publication Design**

## **DES-586 Publication Design**

3 cr.

Repeatable for Credit: No

Graphic design principles as applied to the combination and coordination of art and typography with text.

### **DES-605 Advanced Design Drawing**

## **DES-605 Advanced Design Drawing**

0 cr.

Repeatable for Credit: Yes

In-depth study of illustration and presentation styles within various design contexts. Development of drawing skills in traditional and digital media, emphasizing perspective, form, and texture. Emphasis on rapid freehand, conceptual drawing as a means to imagine and develop design concepts.

Department Consent Required

### **DES-616 Interior Design Senior Studio**

## **DES-616 Interior Design Senior Studio**

4 cr.

Repeatable for Credit: Yes

Exploration of advanced interior design topics, including sustainability, through an extensive project(s) to include all phases of current interior design professional practice and incorporation into students portfolio.

Department Consent Required

### **DES-631 ID5: Industrial Design Senior Studio I**

## **DES-631 ID5: Industrial Design Senior Studio I**

3 cr.

Repeatable for Credit: Yes

Exploration of advanced industrial design topics through extensive projects with consideration given to contextual and environmental issues. Topics and projects rotate each semester.

Department Consent Required

### **DES-632 ID6: Industrial Design Senior Studio II**

## **DES-632 ID6: Industrial Design Senior Studio II**

3 cr.

Repeatable for Credit: Yes

Execution of advanced industrial design projects through all phases of current industrial design process.

Department Consent Required

### **DES-700 Design Seminar I**

## **DES-700 Design Seminar I**

3 cr.

Repeatable for Credit: No

Introduction to design practice, research, methodology and processes with a focus on establishing graduate work trajectory.

### **DES-710 Ethics in Design**

## **DES-710 Ethics in Design**

3 cr.

Repeatable for Credit: No

Ethics related to professional design practice and creative scholarship.

Instructor's Consent Required

### **DES-712 Sustainable Design Practice**

## **DES-712 Sustainable Design Practice**

3 cr.

Repeatable for Credit: No

Advanced exploration and evaluation of current environmental design standards, business practices, and materials as they apply to sustainable design.

### **DES-725 Research Strategies in Design**

## **DES-725 Research Strategies in Design**

3.0 cr

Repeatable for Credit: No

Introduction to design research methods that inform and inspire the design process. Human, end-user, and participatory-centered methods, ethnographic, qualitative, and other alternative methods. Students create designs, implement appropriate design research method(s), integrate ethical practices, and explore various visual representational techniques of information and data analysis.

Department consent

Must be enrolled in the MFA in Design

### **DES-730 Critical Issues in Design Education and Practice**

# DES-730 Critical Issues in Design Education and Practice

3 cr.

Repeatable for Credit: No

Overview of professional design issues in higher education, industry, and the broader community.

Department Consent Required

Must be enrolled in the MFA in Design

## DES-799 Independent Study

# DES-799 Independent Study

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## DES-800 Design Seminar II

# DES-800 Design Seminar II

3 cr.

Repeatable for Credit: No

Directed exploration through formative stages of design thesis development, identification of research adviser and thesis committee, culminating in formal thesis proposal and presentation for approval of thesis. Should be taken one, no more than two, terms prior to registering for design thesis.

Department Consent Required

*Prerequisites: take DES-700, DES 725 , DES-730; must be enrolled in MFA Design*

## DES-870 Creative Thesis in Design

# DES-870 Creative Thesis in Design

3-6 cr.

Repeatable for Credit: Yes

Independent design research project production and implementation under direction of primary research adviser and committee. Requires final presentation to thesis committee, public dissemination (i.e., exhibition, lecture), and completion of a written Master's report describing, framing, illustrating, and supporting the design work.

Department Consent Required

*Prerequisites: take DES-800; must be enrolled in MFA Design*

## Early Childhood Education

### ECE-613 Lang Arts/Reading I: Birth-K

# **ECE-613 Lang Arts/Reading I: Birth-K**

3 cr.

Repeatable for Credit: No

Developmentally appropriate strategies and materials for planning, implementing, and evaluating language arts. Emphasis on developing emergent literacy skills and language arts with children Birth through Kindergarten.

## **ECE-626 Advanced Classroom Management and Guidance**

# **ECE-626 Advanced Classroom Management and Guidance**

3 cr.

Repeatable for Credit: No

Advanced study of managing early childhood classrooms. Management of the physical environment, instructional context, including large and small groups, and social context. Building a classroom community and encouraging collaborative learning. Assessing management of early childhood classrooms. Analysis of classroom management programs. Observation/participation in early childhood classrooms required.

## **ECE-635 Children, Families, Schools and Communities**

# **ECE-635 Children, Families, Schools and Communities**

3 cr.

Repeatable for Credit: No

Building family, school, and community partnerships to support children's wellbeing and educational success. Theories and processes used to establish positive home-school-community relations.

## **ECE-664 Special topics in Early Childhood Curriculum**

# **ECE-664 Special topics in Early Childhood Curriculum**

1-3 cr.

Repeatable for Credit: Yes

Philosophy and methodology of early childhood education: problems confronting teachers.

## **Education**

## **EDUC-503 Educational Psychology**

# **EDUC-503 Educational Psychology**

3 cr.

Repeatable for Credit: No

Psychological aspects of learning, teaching, and assessment processes within educational contexts. Focus on the principles of learning and cognition, human development, individual and group differences, teaching and assessment processes.

#### **EDUC-504 Secondary Curriculum Methods and Assessment**

## **EDUC-504 Secondary Curriculum Methods and Assessment**

2 cr.

Repeatable for Credit: No

Discipline-specific curriculum, methods, and assessment procedures for teaching content minors.

Prerequisite: Benchmark I completion

#### **EDUC-507 Racial and Cultural Perspectives on Applied Human Relations**

## **EDUC-507 Racial and Cultural Perspectives on Applied Human Relations**

3 cr.

Repeatable for Credit: No

Major themes on how race and ethnicity shape personal and interpersonal relationships.

#### **EDUC-509 Methods, Materials, and Management for Middle Childhood Education**

## **EDUC-509 Methods, Materials, and Management for Middle Childhood Education**

3 cr.

Repeatable for Credit: No

Focus on developmentally appropriate teaching practices in elementary classrooms (grades 4-6). Program models; learning environments; local, state, and national standards; assessment techniques; instructional approaches, and lesson planning for elementary students. Students must hold license #70 and have passed the Praxis 2 exam.

Instructor's Consent Required

#### **EDUC-510 Middle Childhood Education Teaching Science**

## **EDUC-510 Middle Childhood Education Teaching Science**

2 cr.

Repeatable for Credit: No

Curriculum, methods, and assessment in middle childhood science teaching for children ages 9 through 11. Knowledge and performances in the areas of planning, classroom management, instruction, and professional responsibilities for reflection, communication are the focus. Students must hold license #70 and have passed the Praxis 2 exam.

Instructor's Consent Required

### **EDUC-511 Middle Childhood: Curriculum and Methods for Teaching Math**

## **EDUC-511 Middle Childhood: Curriculum and Methods for Teaching Math**

2 cr.

Repeatable for Credit: No

Methods and materials for assessing, planning, implementing and evaluating mathematics curricula for elementary classrooms (grades 4-6). Emphasis is placed on: 1) utilizing process skills, 2) fostering content knowledge in the mathematical areas, 3) assessment, 4) mathematical content instruction, and 5) building positive attitudes for the mathematical classroom. Students will continue to develop skills in the classroom environment while maintaining professional responsibilities for teaching at the elementary level. Students must hold license #70 and have passed the Praxis 2 exam.

Instructor's Consent Required

### **EDUC-512 Middle Childhood: Curriculum and Methods for Social Studies**

## **EDUC-512 Middle Childhood: Curriculum and Methods for Social Studies**

2 cr.

Repeatable for Credit: No

Methods and materials for assessing, planning, implementing and evaluating social studies curricula for elementary classrooms (grades 4-6). Emphasis is placed on: 1) utilizing development skills, 2) fostering content knowledge in the content of social studies, 3) assessment, 4) social studies content instruction, and 5) building positive attitudes for the teaching of social studies in the classroom. Develop skills in the classroom environment and maintain professional responsibilities for teaching at the elementary level. Students must hold WI teaching license #70 and have passed the Praxis 2 exam.

Instructor's Consent Required

### **EDUC-513 Middle Childhood: Curriculum and Methods Language Arts**

## **EDUC-513 Middle Childhood: Curriculum and Methods Language Arts**

(2 cr.)

Methods and materials for assessing, planning, implementing and evaluating reading/language arts curricula for elementary classrooms (grades 4-6). Emphasis is placed on: 1) utilizing development skills, 2) fostering content knowledge in the content of reading/language arts, 3) assessment, 4) reading/language arts content instruction, and 5) building positive attitudes for the teaching of reading/language arts in the classroom. Develop skills in the classroom environment and maintain professional responsibilities for teaching at the elementary level. Students must hold WI teaching license #70 and have passed the Praxis 2 exam.

*Prerequisite(s): Passed BMI (for ECE-514 still holds license #70 requirement and passed Praxis 2 exam)*

## **EDUC-514 Student Teaching in Elementary Grades**

# **EDUC-514 Student Teaching in Elementary Grades**

4-8 cr.

Repeatable for Credit: No

Full-day student teaching at the elementary level (grades 4-6) in a public school setting. Middle childhood student teaching experience follows the public school district calendar. Grad students must hold license #70 to register.

## **EDUC-530 Multiculturalism: Dialogue and Field Experience**

# **EDUC-530 Multiculturalism: Dialogue and Field Experience**

3 cr.

Repeatable for Credit: No

Intensive examination of multiculturalism in the U.S. and global schools and communities: the educational and cultural needs of diverse social groups, discussion of hegemony, cultural, racial, socioeconomic, political, gender, LGBT, and language barriers to equal educational and economic opportunity. Field experience. Strategies for educational and socioeconomic equity.

*Prerequisite: Background check required.*

## **EDUC-536 Multiculturalism: Issues & Perspectives**

# **EDUC-536 Multiculturalism: Issues & Perspectives**

2 cr.

Repeatable for Credit: No

An intensive examination of multiculturalism in U.S. and global schools and communities. Examination of the educational and cultural needs of diverse social and cultural groups. Discussion of hegemony, and cultural, race, socioeconomic, political, gender, LGBT, and language barriers to equal educational and economic opportunity. Strategies for educational and socioeconomic equity.

## **EDUC-576 Cross-Cultural Field Experience**

# **EDUC-576 Cross-Cultural Field Experience**

1 cr.

Repeatable for Credit: No

Supervised field experience in an educational setting with diverse learners to increase awareness, understanding, sensitivity, and appreciation for ethnic and cultural diversity. The acquisition of knowledge, skills, and professional dispositions necessary for educators to facilitate learning for all students are emphasized.

## **EDUC-580 Reading and Language Arts in Elementary Education**

# **EDUC-580 Reading and Language Arts in**



# Elementary Education

3 cr.  
Repeatable for Credit: No  
Current philosophies in reading and language arts education, the centrality of language arts to the elementary curriculum and methodologies for the elementary classroom.

## **EDUC-581 Preclinical: Elementary Ed Language Arts and Reading**

# **EDUC-581 Preclinical: Elementary Ed Language Arts and Reading**

1 cr.  
Repeatable for Credit: No  
Supervised teaching experience in developing the prospective teacher's ability in elementary education language arts and reading skills.

## **EDUC-600 Using Children's Literature to Teach Science**

# **EDUC-600 Using Children's Literature to Teach Science**

(2 cr.)  
Repeatable for Credit: No  
Examination of connections between science and children's literature. Emphasis on reading, writing, and science content. Relationship between children's literature and science curricula explored. Identification of children's trade books that relate to grade and age appropriate science content.

## **EDUC-600 Workshop: Introduction to Professional Learning Communities**

# **EDUC-600 Workshop: Introduction to Professional Learning Communities**

(3 cr.)  
Repeatable for Credit: No  
Shared-knowledge base of the literature describing professional learning communities and how a professional learning community could be created and would function in a specific school setting.

## **EDUC-600 Workshop: Special Topics in Education**

# **EDUC-600 Workshop: Special Topics in Education**

1-3 cr.  
Repeatable for Credit: Yes

Current specialized topics studied through experimental activities.

#### **EDUC-601 Global Education Practicum**

## **EDUC-601 Global Education Practicum**

3 cr.

Repeatable for Credit: No

Experiential learning opportunity to provide student with in-depth study of one or more of the global education sub-groups: human rights and social justice, human commonality and diversity, population demographics, planet management, global belief systems, economic systems, conflict and control, political systems, science and technology and/or sustainable development.

#### **EDUC-602 Global Perspectives for Educators**

## **EDUC-602 Global Perspectives for Educators**

3 cr.

Repeatable for Credit: No

Strategies for infusing global perspectives into the classroom for those working in globalized organizations. Methodology, materials and instructional strategies necessary for effective implementation of global education in schools and individual classrooms as well as within global organizations. topics/issues related to globalization to develop a foundation from which teachers and other leaders in organizations can draw ideas for their specific needs.

#### **EDUC-603 Educational Psychology of the Adult Learner**

## **EDUC-603 Educational Psychology of the Adult Learner**

2 cr.

Repeatable for Credit: No

Psychological principles and theoretical framework guiding the educational process for adult learners. Special focus on planning and evaluating instruction while utilizing active learning to build strong learning communities.

#### **EDUC-615 Classroom Management**

## **EDUC-615 Classroom Management**

2-3 cr.

Repeatable for Credit: No

Technique and theory for motivating PreK-grade 12 age students to manage their own behaviors, including preventive discipline, behavior management, classroom environment, classroom climate, effective communication, conflict resolution, and peer mediation.

#### **EDUC-616 Conflict Resolution and Crisis Management for Educators**

# **EDUC-616 Conflict Resolution and Crisis Management for Educators**

2 cr.

Repeatable for Credit: No

Conflict mediation and crisis intervention strategies in school settings.

## **EDUC-630 Ojibwe Lifeways**

# **EDUC-630 Ojibwe Lifeways**

2-4 cr.

Repeatable for Credit: No

In depth, interactive study of Ojibwe culture within a Wisconsin reservation community.

A special course fee applies.

## **EDUC-640 Poverty in the Schools**

# **EDUC-640 Poverty in the Schools**

2 cr.

Repeatable for Credit: No

Characteristics and issues facing students from economically disadvantaged backgrounds. Traits of high-performing, high-poverty schools with emphasis on strategies to reduce the achievement gap and build community partnerships. Intended for teachers in the field.

## **EDUC-641 Mobile Learning Instructional Design**

# **EDUC-641 Mobile Learning Instructional Design**

3 cr.

Repeatable for Credit: No

Mobile learning research, trends, instructional design strategies for curriculum integration and professional development.

## **EDUC-642 Teaching Digital Media Literacy in the Content Areas**

# **EDUC-642 Teaching Digital Media Literacy in the Content Areas**

2 cr.

Repeatable for Credit: No

Research-based strategies for analyzing, critiquing and engaging with digital text, video, images and diverse multimedia primary sources in the PK-12 classroom to stimulate inquiry, creativity and critical thinking.

## **EDUC-643 Differentiated Instruction**

# **EDUC-643 Differentiated Instruction**

3 cr.

Repeatable for Credit: No

Research-based instructional methods to meet the varied needs of all learners in today's classrooms, including English language learners, students with a variety of learning styles and abilities and interests. Alternative assessment methods and strategies to manage a differentiated instructional setting.

## **EDUC-645 School-wide Positive Behavioral and Intervention Support**

# **EDUC-645 School-wide Positive Behavioral and Intervention Support**

3 cr.

Repeatable for Credit: No

Principles of school-wide positive behavioral interventions and supports (PBIS). Roles and functions of the PBIS team, action planning for sustainable practices, data collection systems and tools, and data analysis for planning three-level interventions and monitoring progress.

## **EDUC-646 Using Games for Learning and Assessment**

# **EDUC-646 Using Games for Learning and Assessment**

1 cr.

Repeatable for Credit: No

Integration of interactive games and simulations with the curriculum, implications for effective assessment. Use of games to support collaboration, problem solving, decision making, and to increase motivation and engagement in the classroom, including benefits and drawbacks.

## **EDUC-647 Teaching Students with Autism in the Inclusive Classroom**

# **EDUC-647 Teaching Students with Autism in the Inclusive Classroom**

3 cr.

Repeatable for Credit: No

Strategies to address the varied social and academic needs of students with Autism Spectrum Disorders in the inclusive classroom; functional behavior assessment and behavior intervention plans, educational interventions, and technology considerations.

## **EDUC-648 Math Assessment for Response to Intervention**

# **EDUC-648 Math Assessment for Response to Intervention**

2 cr.

Repeatable for Credit: No

Principles of using universal screeners and curriculum-based measures (CBMs) to assess student performance in mathematics. Use of assessment tools in mathematics to identify learning problems, to monitor student growth, and implement Response to Intervention (RTI) practices.

## **EDUC-650 Integrating Social Media Instructional Strategies**

# **EDUC-650 Integrating Social Media Instructional Strategies**

1 cr.

Repeatable for Credit: No

Social media instructional strategies for professional development, global collaborative initiatives, learning-community development and collaborations. Digital citizenship and learning outcomes and assessment using social media.

## **EDUC-651 Project-based Learning in the Flipped Classroom**

# **EDUC-651 Project-based Learning in the Flipped Classroom**

2 cr.

Repeatable for Credit: No

Instructional strategies for design, management, and assessment of standards-focused, project-based learning (PBL) in the flipped classroom. Use of multimedia and online resources to support collaboration and increase learner motivation and engagement.

## **EDUC-652 Universal Design for Learning**

# **EDUC-652 Universal Design for Learning**

2 cr.

Repeatable for Credit: No

Instructional design strategies that support a wide range of learner differences; create barrier-free learning by applying universal design concepts.

## **EDUC-653 Middle School Through Adult 6-Traits Writing Instruction**

# **EDUC-653 Middle School Through Adult 6-Traits Writing Instruction**

3 cr.

Repeatable for Credit: No

Concepts, instructional methods and assessment strategies for improving writing instruction, middle school through postsecondary. Self-assessment strategies, application of 6-traits, technology and software applications, and writing across the curriculum.

### **EDUC-654 PK Through Elementary 6-Traits Writing Instruction**

## **EDUC-654 PK Through Elementary 6-Traits Writing Instruction**

3 cr.

Repeatable for Credit: No

Application of the 6-Traits theory to assessment and instruction of student writing in PK through grade 4. Study of the continuum of primary and elementary language arts skills and writing across the curriculum.

### **EDUC-655 Strategies for Dealing with Disruptive Behavior**

## **EDUC-655 Strategies for Dealing with Disruptive Behavior**

3 cr.

Repeatable for Credit: No

Evidence-based preventive strategies, effective interventions, and classroom management strategies for addressing problem behaviors, chronic noncompliance and intermittent disruptive conduct.

### **EDUC-656 Bullying in Schools**

## **EDUC-656 Bullying in Schools**

2 cr.

Repeatable for Credit: No

Issues, educational interventions and instructional strategies for creating a safe learning environment to break the cycle of bullying and cyberbullying.

### **EDUC-657 Effective Classroom Management**

## **EDUC-657 Effective Classroom Management**

2 cr.

Repeatable for Credit: No

Research-based strategies for effective management of the K-12 classroom including organization of time, physical space, curriculum, instruction, and assessment to minimize and prevent classroom management problems and create a classroom culture that supports cooperative learning.

### **EDUC-658 Issue in STEM Education**

# **EDUC-658 Issue in STEM Education**

3 cr.

Repeatable for Credit: No

Issues related to science, technology, engineering and mathematics (STEM) education; research-based instructional strategies for engaging diverse learners, and career pathways in STEM-related fields.

## **EDUC-659 Methods of Teaching Middle School Math**

# **EDUC-659 Methods of Teaching Middle School Math**

3 cr.

Repeatable for Credit: No

Research, issues and problems related to current reform in teaching middle school mathematics, including planning curriculum, assessing student learning, managing instruction, and providing for individual needs.

## **EDUC-661 Advances Trends and Issues in PK-5 Mathematics Teaching**

# **EDUC-661 Advances Trends and Issues in PK-5 Mathematics Teaching**

3 cr.

Repeatable for Credit: No

Research, issues and problems related to teaching PK-5 mathematics, including problem-based learning, curricular decision-making, diagnosis and remediation, and building assessment into instruction.

## **EDUC-662 Leadership for Math Specialists**

# **EDUC-662 Leadership for Math Specialists**

3 cr.

Repeatable for Credit: No

Using theory, research-based evidence, data and organizational change principles to develop, lead, evaluate, and improve PK-12 mathematics programs.

## **EDUC-663 Mathematics Specialist Field Experience**

# **EDUC-663 Mathematics Specialist Field Experience**

2 cr.

Repeatable for Credit: No

Prepared math specialists for program implementation and evaluation in a school-based setting. Emphasis on developing coaching practices, planning professional development programs, and facilitating evidence-based math programs. This experience is designed to align with the coursework developed in the Math Specialist certificate.

Prerequisite: Take EDUC 662

### **EDUC-664 Teaching K-12 Computational Thinking**

## **EDUC-664 Teaching K-12 Computational Thinking**

3 cr.

Repeatable for Credit: No

Research, issues and problems related to teaching K-12 computational thinking, including problem-based learning, computer coding and applications in STEMM-related fields.

### **EDUC-665 Mindful Approaches to Classroom Management**

## **EDUC-665 Mindful Approaches to Classroom Management**

3 cr.

Repeatable for Credit: No

Research-based strategies to improve class climate that integrate Mindful practices and improve students' social emotional learning, self-regulation, motivation and academic performance while reducing test anxiety and bullying. Mindful approaches applied to student-teacher interpersonal communication and to the organization of space, routines and procedures at all grade levels.

### **EDUC-713 Middle Childhood: Teaching Reading/ Language Arts**

## **EDUC-713 Middle Childhood: Teaching Reading/ Language Arts**

2 cr.

Repeatable for Credit: No

Curriculum, methods and assessment in middle childhood reading/language arts teaching for children ages 9 through 11. Knowledge and performance in planning, classroom management, instruction and professional responsibilities of reflection and communication.

Instructor's Consent Required

### **EDUC-720 Linguistics and Cultural Immersion in Schools**

## **EDUC-720 Linguistics and Cultural Immersion in Schools**

3 cr.



Repeatable for Credit: No

Core problems in service delivery to English Language Learner children, youth, and their families. Contemporary issues and theories related to the impact of cultural and linguistic diversity on the cognitive, social, and emotional development of children.

### **EDUC-723 Impacting Communities through Service Learning**

## **EDUC-723 Impacting Communities through Service Learning**

1-3 cr.

Repeatable for Credit: No

Partnership with community agencies for civic engagement with under-served and underrepresented populations. Communication and relationship skills; personal leadership exploration within the context of civic engagement; issues and skills relevant to future service providers.

### **EDUC-726 Administration**

## **EDUC-726 Administration**

2-3 cr.

Repeatable for Credit: No

Philosophy and principles underlying organization and operation of public education on the local, state and national levels in the United States. Examinations of prevailing practices and current problems of school management.

### **EDUC-727 Supervision of Student Teachers**

## **EDUC-727 Supervision of Student Teachers**

2 cr.

Repeatable for Credit: No

On-line, interactive course that examines the role of the cooperating school and teacher in orienting, guiding and assessing student/intern teachers. Department Consent Required

### **EDUC-729 Introduction to Educational Research**

## **EDUC-729 Introduction to Educational Research**

1 cr.

Repeatable for Credit: No

Overview of educational research; identification of research topics and development of a research proposal.

### **EDUC-735 Problems In Education**

## **EDUC-735 Problems In Education**

2 cr.

Repeatable for Credit: No

Identification, selection and completion of a research problem in education culminating in a Plan B research paper.

*Prerequisites: take either EDUC-740, EDUC-741 or EDUC-742*

## **EDUC-740 Research Foundations**

# **EDUC-740 Research Foundations**

4 cr.

Repeatable for Credit: No

Introduction to basic concepts and principles in educational research. Utilizes mastery grading and elements of individualized instruction.

Prepares students for their own graduate research experience and to be articulate consumers of research.

## **EDUC-741 Education Grant Proposal Development**

# **EDUC-741 Education Grant Proposal Development**

3 cr.

Repeatable for Credit: No

Principles of grant proposal writing to support educational research needs.

*Prerequisite: take either EDUC-729 or CTE-739*

## **EDUC-742 Program Evaluation**

# **EDUC-742 Program Evaluation**

3 cr.

Repeatable for Credit: No

Surveys theory and practice of evaluating the effectiveness of a variety of human-service delivering systems, including education. Develops applied competencies in analyzing values and needs of decision makers and articulation and assessment of program objectives (both process and product). Emphasis on building efficient, ongoing evaluation systems.

## **EDUC-744 Seminar**

# **EDUC-744 Seminar**

1-3 cr.

Repeatable for Credit: Yes

## **EDUC-745 Assessment for Learning**

# **EDUC-745 Assessment for Learning**

3 cr.

Repeatable for Credit: No

Assessment for instructional decision making. Historical perspectives, trends, current research, methods and purposes of assessing learners. Principles and appropriate techniques used in assessing learners. Applied practice in using formative assessment strategies to examine the effects of instruction on learning. Role of assessment of student learning in professional development planning.

## **EDUC-750 Curriculum Theory and Practice**

# **EDUC-750 Curriculum Theory and Practice**

2-3 cr.

Repeatable for Credit: No

A study of curriculum theory and its theoretical application. A historical and sociological analysis of curriculum and its ideological sources and influences; writing educational objectives, identifying varieties of curriculum knowledge; specifying a variety of curriculum methodologies and conducting curriculum evaluation.

## **EDUC-760 E-Learning for Educators**

# **EDUC-760 E-Learning for Educators**

3 cr.

Repeatable for Credit: No

Historical background and current trends in online learning. Concepts and foundations of best practices for successful teaching online. E-learning theory, principles, learning management systems, and web-based technology tools.

## **EDUC-761 Creating Collaborative Communities in E-Learning**

# **EDUC-761 Creating Collaborative Communities in E-Learning**

3 cr.

Repeatable for Credit: No

Concepts, methods and research for creating and facilitating a collaborative online community of practice. Dynamics of facilitated synchronous and asynchronous discussion, questioning skills, conflict resolution, netiquette, and collaborative learning through problem-based scenarios, simulations, and hands-on practice moderating online discussions.

## **EDUC-762 Assessment in E-Learning**

# **EDUC-762 Assessment in E-Learning**

3 cr.

Repeatable for Credit: No

Performance-based assessment. Summative and formative feedback methods to assess student learning in the online classroom. Best practices for grading procedures, prevention of plagiarism in the digital environment, electronic evaluation tools, using electronic record-keeping systems and methods for evaluating e-portfolios, posted discussions, and group projects.

## **EDUC-763 Instructional Design for E-Learning**

# **EDUC-763 Instructional Design for E-Learning**

3 cr.

Repeatable for Credit: No

Evaluation, discussion and application of instructional design theories and principles for online learning. Examination of hybrid, self-paced and facilitated online learning experiences delivered via course management systems. Scenario-based simulations and case study analysis. Creating interactive multimedia learning objects. Application of accessibility and usability guidelines in web-based course design.

## **EDUC-764 E-Learning Practicum**

# **EDUC-764 E-Learning Practicum**

3 cr.

Repeatable for Credit: No

Practicum in teaching online with a cooperating online instructor. Application of online pedagogy and technology evaluated through observation, discussion and reflections. Completion of a professional development plan and an e-portfolio of evidence of attainment of online learning standards.

Instructor's Consent Required

*Prerequisites: take EDUC-760, EDUC-761, EDUC-762, and EDUC-763*

## **EDUC-765 Trends and Issues in Instructional Design**

# **EDUC-765 Trends and Issues in Instructional Design**

3 cr.

Repeatable for Credit: No

In-depth comparison of current instructional design theories and models, principles of adult learning, variables that affect adult learning, techniques for stimulating and sustaining learner motivation, reinforcement of learning, skill transfer, and use of cognitive task analysis to determine instructional content.

## **EDUC-766 Instructional Strategies and Assessment Methods**

# **EDUC-766 Instructional Strategies and Assessment Methods**

3 cr.

Repeatable for Credit: No

Development of instructional goals, objectives and assessment of outcomes. Methods for assessing learning performance and mapping appropriate assessment methods to instructional strategies and learning objectives. Performance-based assessment and evaluation tools to assess learner

performance. Design of formative and summative evaluation methods.  
*Prerequisite: take EDUC-765*

#### **EDUC-767 Designing Computer-Based Training (CBT)**

## **EDUC-767 Designing Computer-Based Training (CBT)**

3 cr.  
Repeatable for Credit: No  
Just-in-time scenario-based modular development, user interface design, visual design, usability testing, and execution of common instructional strategies employed in self-paced products. Research, trends and standards in computer-based training; development of reusable learning objects using multimedia software.  
*Prerequisite: take EDUC-766*

#### **EDUC-768 Project Management for Instructional Development**

## **EDUC-768 Project Management for Instructional Development**

3 cr.  
Repeatable for Credit: No  
Examination of the initiation, planning, and closure of instructional development projects and practical knowledge on managing project scope, work breakdown structure, schedules, and resources including budgeting. Analysis of instructional development project life cycle.  
*Prerequisites: take EDUC-767*

#### **EDUC-770 Thesis**

## **EDUC-770 Thesis**

2-6 cr.  
Repeatable for Credit: Yes  
Independent research under direction of investigation adviser. Selection of problem, review of literature, planning and conducting research, interpretation of findings and preparation of final paper according to thesis standards. Student may enroll for two, four or six semester hours of credit in various terms for a final total of six.  
*Prerequisite: take EDUC-740*

#### **EDUC-780 Action Research**

## **EDUC-780 Action Research**

4 cr.  
Repeatable for Credit: No  
Action research as a tool for instructional decision making. Historical perspectives, trends, current research, methods and purposes of action research. Principles and appropriate techniques used in conducting action research. Field-based practice in using action research to examine the effects of instruction on learning.

*Prerequisite: take EDUC-745*

## **EDUC-782 Instructional Analysis**

# **EDUC-782 Instructional Analysis**

4 cr.

Repeatable for Credit: No

Social/political forces utilized in planning and implementing instruction. Principles and strategies for a self-analysis of teaching behavior. Examination of the social aspects of teacher learning and knowledge production and the relationships between learning and instruction.

## **EDUC-790 Professional Portfolio Development**

# **EDUC-790 Professional Portfolio Development**

2 cr.

Repeatable for Credit: No

Principles of professional portfolio development for educators.

*Prerequisite: take EDUC-729*

## **EDUC-799 Independent Study**

# **EDUC-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## **EDUC-816 Instrumentation for Research**

# **EDUC-816 Instrumentation for Research**

3 cr.

Repeatable for Credit: No

Basic concepts in the areas of validity and reliability as applied to the design of instruments as applied to a student's proposed field study.

Techniques of item writing, item analysis, determining reliability, and scaling, including acquiescent set, item difficulty and discrimination.

## **EDUC-895 Field Study in Professional Education**

# **EDUC-895 Field Study in Professional Education**

2-6 cr.

Repeatable for Credit: Yes

Supervised study which provides the graduate student with the opportunity to: (1) explore in-depth the body of knowledge associated with a

selected problem in professional education, (2) provide an educational experience for implementing this knowledge into a selected institutional setting, and (3) devise methods to determine if the implementation is or will be successful.

## **Educational Psychology**

### **EDPSY-730 Advanced Psychology of Learning for Instruction**

# **EDPSY-730 Advanced Psychology of Learning for Instruction**

2 cr.

Repeatable for Credit: No

Theories of learning with applications and implications to the learning environment. Biological bases and psychoeducational models with an examination of instruction and the learning conditions and strategies that promote the acquisition and transfer of knowledge in children, adolescents, and adults.

### **EDPSY-850 Psychology of Development**

# **EDPSY-850 Psychology of Development**

3 cr.

Repeatable for Credit: No

Study of issues and methods in developmental psychology. Perceptual, language, cognitive, social, emotional, and personality development research and theories. Examination of biological underpinnings, interactive effects of biology and the environment on growth and learning from prenatal development to adulthood.

## **Engineering Graphics**

### **ETECH-595 Seminar**

# **ETECH-595 Seminar**

1-2 cr.

Repeatable for Credit: Yes

(Title will reflect specific design, research and development content). Current and projected communication methods, concepts, technologies and innovations in design, research and development.

### **ETECH-636 Computer Assisted Design Problems**

# **ETECH-636 Computer Assisted Design Problems**

3 cr.

Repeatable for Credit: No

Advanced CADD applications. Construct three dimensional wireframe drawings. Perform finite element analysis on select components. Customize software for specific applications. Customize software for specific applications. In-depth analysis of CADD applications in mechanical

and architectural design.

### **ETECH-666 3-D Computer Modeling & Rendering**

## **ETECH-666 3-D Computer Modeling & Rendering**

3 cr.

Repeatable for Credit: No

Development of three-dimensional computer models and computer graphic images. Includes 3-D surface modeling and rendering.

### **Engineering Mechanics**

### **ENGR-729 Product Development and Design**

## **ENGR-729 Product Development and Design**

3 cr.

Repeatable for Credit: No

Theory and application of the product development and design process. Principles of efficient engineering processes and management structures that support product design. Emphasis on structured approaches that insure constraints are properly defined and met. Includes major project.

### **ET-532 Mechanical Design**

## **ET-532 Mechanical Design**

4 cr.

Repeatable for Credit: No

Analysis and design of machine elements: gearing bearings, shafting and friction devices.

### **ET-593 Mechanics of Machinery II**

## **ET-593 Mechanics of Machinery II**

3 cr.

Repeatable for Credit: No

Graphical analysis and synthesis of linkages, cams, gear trains, displacement, velocity, acceleration and dynamic forces.

### **English**

### **ENGL-512 Transnational Professional Communication**

## **ENGL-512 Transnational Professional**



# Communication

3 cr.

Repeatable for Credit: No

Theories and practical approaches to the global aspects of professional communication, including translation and cross-cultural visual communication. Apply cultural models in order to understand and address the needs of users and colleagues from different cultural and linguistic backgrounds.

## **ENGL-520 Professional and Technical Communication**

# **ENGL-520 Professional and Technical Communication**

3 cr.

Repeatable for Credit: No

Introduction to workplace communication and key professional and technical genres adaptable to a wide variety of academic and vocational disciplines.

## **ENGL-570 Developing Health Messages**

# **ENGL-570 Developing Health Messages**

3 cr.

Repeatable for Credit: No

Theories and practical approaches to the creation of effective health messages. Providing an understanding of how to recognize the diverse needs of health consumers with a focus on addressing health literacy issues, create health messaging tools and write for both specialized and general health audiences.

## **ENGL-570 Developing Health Messages**

# **ENGL-570 Developing Health Messages**

3 cr.

Repeatable for Credit: No

Theories and practical approaches to the creation of effective health messages. Providing an understanding of how to recognize the diverse needs of health consumers with a focus on addressing health literacy issues, create health messaging tools and write for both specialized and general health audiences.

## **ENGL-615 Technical Writing**

# **ENGL-615 Technical Writing**

3 cr.

Repeatable for Credit: No

On-the-job writing for business and industry; reports, letters and other documents.

#### **ENGL-635 Writing Technical Manuals**

## **ENGL-635 Writing Technical Manuals**

3 cr.

Repeatable for Credit: No

Production of a technical manual--planning procedure, collecting information, analyzing audience, writing and field testing.

#### **ENGL-637 Technical Writing Practicum**

## **ENGL-637 Technical Writing Practicum**

1-3 cr.

Repeatable for Credit: Yes

Plan, write and produce a technical document for a client. Principles of document design, clear writing for a specific audience, methods of determining client needs, and methods of producing the final document.

Department Consent Required

#### **ENGL-670 Special Topics in Health Communication**

## **ENGL-670 Special Topics in Health Communication**

3 cr.

Repeatable for Credit: No

In-depth study of special topics in the field of health communication.

#### **ENGL-675 Applied Health Communication Capstone**

## **ENGL-675 Applied Health Communication Capstone**

3 cr.

Repeatable for Credit: No

Completion of an original research or field experience project for business or industry. Results in either a deliverable for a client with a project report or a research paper.

#### **ENGL-700 Theory and Research in Technical Communication**

## **ENGL-700 Theory and Research in Technical**

# Communication

3 cr.

Repeatable for Credit: No

Theoretical concepts and research methods in technical and professional communication.

## **ENGL-712 Communicating in Multilingual Environments**

# **ENGL-712 Communicating in Multilingual Environments**

3 cr.

Repeatable for Credit: No

Language change, World Englishes, and writing systems in different languages. Theoretical approaches to negotiating language difference. Application of course topics to written communication in online, multilingual environments.

## **ENGL-720 Rhetorical Theory**

# **ENGL-720 Rhetorical Theory**

3 cr.

Repeatable for Credit: No

Classical and modern theories of rhetoric and rhetorical analysis.

## **ENGL-725 Advanced Usability**

# **ENGL-725 Advanced Usability**

3 cr.

Repeatable for Credit: No

In-depth study of the principles, processes, and techniques of usability testing and evaluation.

## **ENGL-730 User-Centered Research for Technical Communicators**

# **ENGL-730 User-Centered Research for Technical Communicators**

3 cr.

Repeatable for Credit: No

Theories and practice of user-centered research in technical and professional communication. Emphasis on applying user-centered research methods in a variety of writing and communication contexts.

## **ENGL-735 Field Project in Technical and Professional Communication**

# **ENGL-735 Field Project in Technical and Professional Communication**

1-3 cr.

Repeatable for Credit: No

Completion of an original field project for business or industry, culminating in a deliverable for a client and a project report presented in a research project format.

*Prerequisite:* Take ENGL-700

## **ENGL-737 Technical and Professional Communication Portfolio**

# **ENGL-737 Technical and Professional Communication Portfolio**

1 cr.

Repeatable for Credit: No

Analysis and production of portfolios for use in academia and industry.

## **ENGL-740 Visual Rhetoric for Technical and Professional Communicators**

# **ENGL-740 Visual Rhetoric for Technical and Professional Communicators**

3 cr.

Repeatable for Credit: No

Rhetorical theory and technical communication research in document design and related visual communication principles. Strategies for designing documents, data displays, and other products used by technical communicators in the workplace.

## **ENGL-745 Communication Strategies for Emerging Media**

# **ENGL-745 Communication Strategies for Emerging Media**

3 cr.

Repeatable for Credit: No

Emerging media and digital technologies as catalysts of cultural change, and how such changes have affected the way technical communicators write, share, and consume materials.

## **ENGL-750 Special topics in Technical and Professional Communication**

# **ENGL-750 Special topics in Technical and Professional Communication**

3 cr.

Repeatable for Credit: Yes

In-depth study of special topics in the field of technical and professional communication.

## **ENGL-770 Technical and Professional Communication Thesis**

# **ENGL-770 Technical and Professional Communication Thesis**

1-6 cr.

Repeatable for Credit: No

Selection, investigation, and completion of an original research project, culminating in a paper prepared according to thesis standards describing the problem investigated, literature review, methods, and interpretation of findings.

Instructor's Consent Required

*Prerequisite: Take ENGL-700*

## **ENGL-799 Independent Study**

# **ENGL-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## **Family and Consumer Sciences Education**

### **FCSE-500 Externship: Family and Consumer Sciences Community Education**

# **FCSE-500 Externship: Family and Consumer Sciences Community Education**

4-8 cr.

Repeatable for Credit: No

Practicum in one or more of the following family and consumer sciences education programs: extension services, elementary education, post-secondary education, occupational teaching experience and community educational services. Approval of graduate program director required if taken for graduate credit.

Department Consent Required

### **FCSE-503 Family and Consumer Sciences Education in the Middle and Elementary Schools**

# **FCSE-503 Family and Consumer Sciences Education in the Middle and Elementary Schools**

3 cr.

Repeatable for Credit: No

Develop techniques, materials and curriculum concepts in family and consumer sciences education with application of human growth and development principles for teaching in middle and elementary school.

## **FCSE-520 Career and Technology Education Programs in FCSE**

# **FCSE-520 Career and Technology Education Programs in FCSE**

2 cr.

Repeatable for Credit: No

Techniques, materials and curriculum for family and consumer sciences wage-earning programs in secondary and post-secondary schools; preliminary procedures for program development.

## **FCSE-530 Teaching Apparel Construction in Family & Consumer Classroom**

# **FCSE-530 Teaching Apparel Construction in Family & Consumer Classroom**

3 cr.

Repeatable for Credit: No

Study of apparel construction, including equipment, techniques, fabric selection, and fit.

## **FCSE-535 Teaching Textiles in Family & Consumer Sciences Classrooms**

# **FCSE-535 Teaching Textiles in Family & Consumer Sciences Classrooms**

3 cr.

Repeatable for Credit: No

Study of basic textiles with emphasis on fabric characteristics, uses and care.

## **FCSE-580 Consumer Economics**

# **FCSE-580 Consumer Economics**

3 cr.

Repeatable for Credit: No

Personal and family consumer economics for family and consumer education programs; management of human and non-human resources in achieving personal, family and community goals.

### **FCSE-585 Family Housing**

## **FCSE-585 Family Housing**

3 cr.

Repeatable for Credit: No

Individual/family's housing needs and resources as a basis for family and consumer education programs. The impact of historical, environmental, social, cultural, and technological, aesthetic, and design influences.

### **FCSE-651 Family Life Education Programs**

## **FCSE-651 Family Life Education Programs**

2 cr.

Repeatable for Credit: No

Development of family life education programs including methods, materials and techniques for teaching family relationships and child development at the secondary level.

Instructor's Consent Required

### **FCSE-720 Celebrating 125 Years of Family and Consumer Science**

## **FCSE-720 Celebrating 125 Years of Family and Consumer Science**

1 cr.

Repeatable for Credit: No

Resources and trends in Family and Consumer Science Education (FSCE) content for middle and high school teachers. Attendance at the 2016 FCSE Conference at UW-Stout is mandatory.

*Prerequisite: Instructor Permission*

### **FCSE-720 Special topics in Family and Consumer Sciences**

## **FCSE-720 Special topics in Family and Consumer Sciences**

1-2 cr.

Repeatable for Credit: No

Consideration of problems in contemporary living that are affecting family and consumer sciences education and their influence on the teaching of homemaking.

## **FCSE-720 Teaching Apparel Construction in Family & Consumer Classroom**

# **FCSE-720 Teaching Apparel Construction in Family & Consumer Classroom**

3 cr.

Repeatable for Credit: No

Study of apparel construction including equipment, techniques, fabric selection, and fit.

## **FCSE-720 Teaching Textiles in Family & Consumer Sciences Classrooms**

# **FCSE-720 Teaching Textiles in Family & Consumer Sciences Classrooms**

3 cr.

Repeatable for Credit: No

Study of basic textiles with emphasis on fabric characteristics, uses and care.

## **FCSE-725 Graduate Internship in Family and Consumer Sciences Education**

# **FCSE-725 Graduate Internship in Family and Consumer Sciences Education**

8 cr.

Repeatable for Credit: No

A clinical assignment in a school for one semester during which time the student integrates in-depth academic knowledge and pedagogical skill.

Department Consent Required

## **FCSE-735 Problems in Family and Consumer Sciences**

# **FCSE-735 Problems in Family and Consumer Sciences**

2 cr.

Repeatable for Credit: No

Identification, selection and completion of a problem in family and consumer sciences, culminating in a Plan B paper.

*Prerequisite: take EDUC-740*

## **FCSE-770 Thesis-Family and Consumer Sciences Education**

# **FCSE-770 Thesis-Family and Consumer Sciences**



# Education

2-6 cr.

Repeatable for Credit: Yes

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for 2, 4, or 6 semester hours of credit in various terms with a final total of 6.

*Prerequisite: take EDUC-740*

## **FCSE-797 Field Experience in Family and Consumer Sciences Education**

# **FCSE-797 Field Experience in Family and Consumer Sciences Education**

2 cr.

Repeatable for Credit: No

Field experience related to family and consumer sciences education skills and knowledge used in teaching wage-earning courses at secondary level.

Department Consent Required

## **FCSE-799 Independent Study**

# **FCSE-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## **Food and Nutrition**

## **FN-510 Lifespan Nutrition**

# **FN-510 Lifespan Nutrition**

3 cr.

Repeatable for Credit: No

Nutrition concepts and concerns associated with each lifespan stage; integration of social, psychological, cultural, economic, and legislative factors to develop issue-centered approaches to meet nutrition needs.

## **FN-512 Nutritional Assessment**

# **FN-512 Nutritional Assessment**

2 cr.  
Repeatable for Credit: No  
Introduction to basic components of nutritional assessment as applied to individuals.

#### **FN-520 Advanced Nutrition**

## **FN-520 Advanced Nutrition**

3 cr.  
Repeatable for Credit: No  
Concepts of the metabolic and physiological functions of nutrients at the molecular, cellular, tissue, organ and system level. Emphasis on coordinated control of nutrient metabolism.

#### **FN-525 Special topics in Food and Nutrition**

## **FN-525 Special topics in Food and Nutrition**

1-3 cr.  
Repeatable for Credit: Yes  
Study of special topics in food and nutrition.

#### **FN-530 Institutional Menu Planning**

## **FN-530 Institutional Menu Planning**

3 cr.  
Repeatable for Credit: No  
Principles of cycle menu planning, design, and marketing for institutional food settings, which includes culinary skills, basic food preparation and modified menus to meet the special dietary needs of an individual or group.

#### **FN-542 Advanced Foods**

## **FN-542 Advanced Foods**

3 cr.  
Repeatable for Credit: No  
Comparative studies of food selection and preparation; appraisal of foods.

#### **FN-550 Unit Operations in Food Processing**

## **FN-550 Unit Operations in Food Processing**

3 cr.  
Repeatable for Credit: No

Principles, technology, and application of unit operations in food processing; laboratory and pilot-scale processing of food and agricultural commodities; quantitative measurements and analysis of unit operations.

### **FN-555 Sports Nutrition**

## **FN-555 Sports Nutrition**

3 cr.

Repeatable for Credit: No

Nutritional and metabolic requirements of physical activity. Metabolic fuel utilization during exercise and physiological adaptations to exercise training will be discussed. The health and well-being benefits of an optimal diet-exercise regime will be emphasized.

### **FN-560 Nutrition Counseling: A Team Approach**

## **FN-560 Nutrition Counseling: A Team Approach**

3 cr.

Repeatable for Credit: No

Inter-disciplinary team approach to individual and group client-centered nutrition counseling which includes assisting and advising clients on dietary information. Skills and techniques based on nutrition counseling theories that are most useful to registered dietitians in enhancing quality of life and planned nutrition intervention.

*Prerequisites: take FN-512*

### **FN-600 Food Quality**

## **FN-600 Food Quality**

4 cr.

Repeatable for Credit: No

Applications of qualitative and quantitative tools in conjunction with statistical methods to implement quality management in the food industry. Instructor's Consent Required

### **FN-606 Nutrition Education**

## **FN-606 Nutrition Education**

3 cr.

Repeatable for Credit: No

Nutrition education as planned behavioral change: problems and solutions in instructing various populations; identification, development and evaluation of nutrition resources.

### **FN-610 Food & Nutrition Policy Regulation & Law**

## **FN-610 Food & Nutrition Policy Regulation & Law**

3 cr.  
Repeatable for Credit: No  
Food and nutrition policy development and evolution. Key acts and agencies governing food regulation and law. Process of creating or changing law. Compliance and enforcement rules in inspection, labeling, export and import. Administrative practice in food law including proceedings and judicial review.

#### **FN-613 Maternal and Child Nutrition**

## **FN-613 Maternal and Child Nutrition**

3 cr.  
Repeatable for Credit: No  
Application of principles to maternal, infant, child and adolescent nutrition.

#### **FN-614 Catering**

## **FN-614 Catering**

3 cr.  
Repeatable for Credit: No  
Theory and application of operational and managerial principles for on/off-premise catering for special events.  
(Cannot be taken for credit by students who have previously taken HT-624.) A special course fee applies.

#### **FN-615 Nutritional Issues in Gerontology**

## **FN-615 Nutritional Issues in Gerontology**

3 cr.  
Repeatable for Credit: No  
Theory and relationships of nutrition, longevity and aging. Food and nutrition legislation for the elderly--theory and implementation. Nutritional implications of acute and chronic disease states common among the elderly.  
*Prerequisites: take FN-520 and CHEM-511*

#### **FN-617 Medical Nutritional Therapy I**

## **FN-617 Medical Nutritional Therapy I**

3 cr.  
Repeatable for Credit: No  
Principles and methods for use in certain pathological conditions or chronic and acute disease processes. Incorporates principles of medical nutritional therapy in nutrition assessment, diet prescription, medications, care plans and documentation.  
*Prerequisites: take FN-512*

#### **FN-618 Medical Nutritional Therapy II**

# **FN-618 Medical Nutritional Therapy II**

4 cr.

Repeatable for Credit: No

Principles and methods for use in certain pathological conditions or chronic and acute disease processes. Incorporation of the principles of nutrition assessment, diet prescription, medications, care plans, and documentation into the management of disease processes.

*Prerequisites: take FN-512 and FN-617*

## **FN-620 Food Styling**

# **FN-620 Food Styling**

1-3 cr.

Repeatable for Credit: Yes

Food as media for artistic expression; effective use of color, form and texture.

## **FN-625 Food Chemistry**

# **FN-625 Food Chemistry**

3 cr.

Repeatable for Credit: No

Chemical structure and properties of food components, including water, carbohydrates, protein, lipids, other nutrients and food additives; chemical reactions of food components during processing, storage and utilization.

## **FN-631 Readings in Food Science and Nutrition**

# **FN-631 Readings in Food Science and Nutrition**

1-2 cr.

Repeatable for Credit: Yes

Critical reading, evaluating, and reporting from pertinent current journals and other publications.

## **FN-635 Food Analysis**

# **FN-635 Food Analysis**

3 cr.

Repeatable for Credit: No

Principles and methods in analysis of nutritive and bioactive components in food; nutrient and ingredient characterization; analytical methods in food quality and safety assurance; standard methods in the food quality control laboratory.

## **FN-638 Experimental Foods**

# **FN-638 Experimental Foods**

3 cr.

Repeatable for Credit: No

Experimentation with selected food materials, techniques and equipment; directed study in individually chosen area.

## **FN-642 Basic Sensory Analysis**

# **FN-642 Basic Sensory Analysis**

3 cr.

Repeatable for Credit: No

Sensory analysis of appearance, texture, flavor; physiology of sensory receptors; application of laboratory and consumer panels; and interpretation of data.

## **FN-650 Food Engineering**

# **FN-650 Food Engineering**

3 cr.

Repeatable for Credit: No

Application of pertinent chemistry, physics and mathematics principles to food processing.

## **FN-661 Multicultural Aspects of Food & Nutrition Patterns**

# **FN-661 Multicultural Aspects of Food & Nutrition Patterns**

3 cr.

Repeatable for Credit: No

Food and nutrition patterns as influenced by social, religious, geographical, economic and political factors. Cultures emphasized include Native American, African American, Hispanic and Asian American. Food as a means of cross-cultural communication.

## **FN-665 Food Product Development**

# **FN-665 Food Product Development**

3 cr.

Repeatable for Credit: No

Food ingredient properties; integrated application of professional competencies for food product development.

## **FN-670 Food Distribution Operations and Control**

# **FN-670 Food Distribution Operations and Control**

3 cr.

Repeatable for Credit: No

Current trends and management strategies in the distribution of food and beverages, from manufacturer to consumer.

## **FN-680 Research Critiques in Food Microbiology**

# **FN-680 Research Critiques in Food Microbiology**

3 cr.

Repeatable for Credit: No

Research evidence examining mechanistic concepts in microbial food spoilage, infectious disease and molecular epidemiology. Methods of assessing safety risks and design of interventions to manage risks in food processing environments.

## **FN-701 Trends In Nutrition**

# **FN-701 Trends In Nutrition**

2 cr.

Repeatable for Credit: Yes

Practical application of recent developments in the field of nutrition.

## **FN-710 Clinical Nutrition**

# **FN-710 Clinical Nutrition**

3 cr.

Repeatable for Credit: No

Innovative approaches in nutrition therapy. Clinical experience offered in area health care facilities.

*Prerequisite: take FN-618*

## **FN-712 Practicum in Community Nutrition Programs**

# **FN-712 Practicum in Community Nutrition Programs**

1-2 cr.

Repeatable for Credit: Yes

Advanced experience in community nutrition programs. Individual project in nutrition counseling, identification, delivery and evaluation of nutrition and appropriate food services.

Department Consent Required

*Prerequisites: take FN-606 and FN-618*

## **FN-715 Menu Analysis and Planning**

# **FN-715 Menu Analysis and Planning**

3 cr.

Repeatable for Credit: No

Principles of planning and designing menus for production and sales in commercial and institutional food services. Special emphasis is given to computerization of the menu planning process.

## **FN-720 Workshop in Foods**

# **FN-720 Workshop in Foods**

1 cr.

Repeatable for Credit: Yes

Discussion of current issues in food science and technology, food marketing and management, and for developing strategies for conducting and disseminating food related research. Includes critical analyses of variety of food oriented research projects.

## **FN-721 Workshop in Nutrition**

# **FN-721 Workshop in Nutrition**

1 cr.

Repeatable for Credit: Yes

A forum for discussion of current issues in human nutritional science and nutrition marketing and management, and for developing strategies for conducting and disseminating nutritional science research. Includes critical analyses of variety of nutrition-focused research projects.

## **FN-725 Flavor Chemistry**

# **FN-725 Flavor Chemistry**

3 cr.

Repeatable for Credit: No

Chemistry of flavor compound formation, release and changes; important reactions and biochemical mechanisms in food flavor chemistry.

Definitions and analytical methods in flavor and off-flavor analysis. Flavor interaction in foods and human perception. Food flavor technology and application in food industry.

Instructor's Consent Required

*Prerequisite: take FN-625 or instructor consent.*

## **FN-728 Introduction to Food and Nutritional Sciences Research**

# **FN-728 Introduction to Food and Nutritional Sciences Research**



3 cr.

Repeatable for Credit: No

Methods for answering food and nutrition research questions. Identify problems, critically evaluate the relevant research and interpret/report data and conclusions in order to write a critical literature review with bibliography.

*Prerequisites: MS Food and Nutritional Science Students only and STAT-520*

## **FN-729 Research Proposal for Food and Nutritional Sciences**

# **FN-729 Research Proposal for Food and Nutritional Sciences**

3 cr.

Repeatable for Credit: No

Design and write a research proposal with appropriate objectives, instrumentation, sampling techniques and statistical analyses aligned to a problem in food and nutritional sciences.

*Prerequisites: For MS in Food and Nutritional Sciences students only; FN-728*

## **FN-735 Problems in Food Science and Nutrition**

# **FN-735 Problems in Food Science and Nutrition**

2 cr.

Repeatable for Credit: No

Identification, selection and completion of a problem in food science and nutrition, culminating in a Plan B paper and oral presentation of the paper.

*Prerequisite: take EDUC-740*

## **FN-736 Micronutrients**

# **FN-736 Micronutrients**

3 cr.

Repeatable for Credit: No

Absorption and intermediary metabolism of minerals, vitamins and other organic compounds with nutritional relevance. Analysis and application of current research as it relates to these micronutrients are emphasized.

## **FN-737 Macronutrients**

# **FN-737 Macronutrients**

3 cr.

Repeatable for Credit: No

Digestion, absorption, transport, metabolism, health concerns, functions and micronutrient interrelationships to water, carbohydrate, lipid and protein are the focus of this course. Analysis and application of current research related to these macronutrients are emphasized.

## **FN-738 Medical Nutrition for the Geriatric Person**

# **FN-738 Medical Nutrition for the Geriatric Person**

3 cr.

Repeatable for Credit: No

Medical nutritional care of the long-term care, home health, extended care for the elderly, geriatric patient/individual/person. Regulatory compliance, nutrition documentation, nutrition assessment and standards of nutritional care.

*Prerequisites: take FN-615, FN-617, or FN-618 or consent of instructor.*

## **FN-740 Food Preservation Technology**

# **FN-740 Food Preservation Technology**

3 cr.

Repeatable for Credit: No

Application and evaluation of the technology of food preservation to selected areas in food science.

*Prerequisite: take CHEM-511*

## **FN-742 Sensory Evaluation of Food**

# **FN-742 Sensory Evaluation of Food**

3 cr.

Repeatable for Credit: No

Selection, identification and measurement of food evaluation tools using consumer and laboratory sensory panels.

## **FN-746 Food Innovations**

# **FN-746 Food Innovations**

2-3 cr.

Repeatable for Credit: No

Effects of food industry innovations on preparation and service of foods. A special course fee applies.

## **FN-749 Cooperative Education Experience**

# **FN-749 Cooperative Education Experience**

1-6 cr.

Repeatable for Credit: Yes

Work and study in an approved position to gain business/industry experience. Entails recurring, supervised work periods at the graduate level.

Department Consent Required

## **FN-750 Food Packaging**

# **FN-750 Food Packaging**

3 cr.  
Repeatable for Credit: No  
Interrelationship of food and packaging. Technical content appropriate to solve complex and interrelated problems in food packaging research and development.  
Instructor's Consent Required

## **FN-756 Advanced Experimental Food**

# **FN-756 Advanced Experimental Food**

3-4 cr.  
Repeatable for Credit: No  
Principles of research methods applied to directed investigations in food preparation.  
*Prerequisite: take FN-638*

## **FN-760 Nutraceuticals/Functional Foods**

# **FN-760 Nutraceuticals/Functional Foods**

3 cr.  
Repeatable for Credit: No  
Exploration of the growing nutraceutical/functional food industry emphasizing production, control, development of natural health products, social and regulatory issues, research key issues.

## **FN-770 Thesis--Food Science and Nutrition**

# **FN-770 Thesis--Food Science and Nutrition**

1-6 cr.  
Repeatable for Credit: Yes  
Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, preparation of the final paper according to thesis standards and oral presentation of the research. Student may enroll for variable semester hours of credit in various terms with a final total of six.  
*Prerequisite: take EDUC-740*

## **FN-797 Field Experience**

# **FN-797 Field Experience**

2 cr.  
Repeatable for Credit: No  
Department Consent Required

## **FN-799 Independent Study**

# **FN-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## **FN-865 Supervised Practice in Medical Nutrition Management**

# **FN-865 Supervised Practice in Medical Nutrition Management**

3-14 cr.

Repeatable for Credit: Yes

Supervised practice experience in clinical, community nutrition and foodservice management. Structured experiences are provided at hospital, clinic, community and public school sites. Successful completion of more than 900 hours for 18 credits meets the Academy of Nutrition and Dietetics requirement for a supervised practice program.

Department Consent Required

*Prerequisites: take FN-606, FN-710, and FN-712, all with a B or better.*

## **Game Design and Development**

### **GDD-650 Three-Dimensional Game Design and Development 1**

# **GDD-650 Three-Dimensional Game Design and Development 1**

4 cr.

Repeatable for Credit: No

Design and development of 3D games from concept to prototype in teams, modeling the approach used in the game development industry. The first of a two-semester sequence to be followed by GDD-651.

Instructor's Consent Required

### **GDD-651 3D Game Development 2**

# **GDD-651 3D Game Development 2**

4 cr.

Repeatable for Credit: No

Design and development of 3D games from concept to prototype in teams, modeling the approach used in the game development industry. Second of two-semester sequence; to be preceded by GDD-650.

Instructor's Consent Required

## **Golf Enterprise Management**

### **GEM-645 Event Management**

## **GEM-645 Event Management**

3 cr.

Repeatable for Credit: No

Planning, organization and the management of events will be investigated for the hospitality, tourism and golf industries. Emphasis is placed on the design, internal management systems and post- event evaluation.

## **Health Education**

### **HLTED-560 Personal Health and Fitness**

## **HLTED-560 Personal Health and Fitness**

3 cr.

Repeatable for Credit: No

Analysis of consequences of individual decisions and lifestyle choices related to personal health and well being.

### **HLTED-575 Methods in Health, Wellness and Fitness**

## **HLTED-575 Methods in Health, Wellness and Fitness**

3 cr.

Repeatable for Credit: No

Health education teaching methods, teaching health related concepts: stress management, cardiovascular fitness, nutrition, and physical testing.

### **HLTED-576 Organization and Administration of Health Education**

## **HLTED-576 Organization and Administration of Health Education**

3 cr.

Repeatable for Credit: No

Planning, promoting, and implementing comprehensive health education programs at the elementary, middle, and secondary levels. Needs assessment; curriculum development and coordination; public relations; and the development of cooperative relationships with parents, private business, and voluntary and community health agencies.

Department Consent Required

## **Health, Wellness and Fitness**

## **HWF-522 Fitness Assessment**

# **HWF-522 Fitness Assessment**

2 cr.

Repeatable for Credit: No

Fitness evaluation theory and practice.

## **HWF-605 Wellness Promotion and Programming**

# **HWF-605 Wellness Promotion and Programming**

3 cr.

Repeatable for Credit: No

Workplace and the environment's influence on health. Strategies for health behavior change. Exploration of health risk and needs assessment. Planning, developing, evaluating and managing wellness programs.

## **HWF-610 Kinesiological Biomechanics**

# **HWF-610 Kinesiological Biomechanics**

3 cr.

Repeatable for Credit: No

Exploration of the principles involved in analyzing human movement.

No

## **HWF-618 Administration of Strength Training and Conditioning**

# **HWF-618 Administration of Strength Training and Conditioning**

4 cr.

Repeatable for Credit: No

Exercise science and its application to program design, implementation, and evaluations. Preparation for the National Strength and Conditioning Association (NSCA) and the Certified Strength and Conditioning Specialist (CSCS) examinations.

## **Hospitality and Tourism**

## **HDFS-731 Sexual and Gender Diversity**

# **HDFS-731 Sexual and Gender Diversity**

3 cr.

Repeatable for Credit: No

This course provides an overview of sexual and gender diversity. Diversity in sexual expression, sexual orientation, relational orientation, and gender identities are reviewed. Sociocultural and familial influences on sexualities and genders are explored.

*Prerequisite:* Graduate Sex Therapy Certificate Program

### **HT-515 Gaming Management**

## **HT-515 Gaming Management**

3 cr.

Repeatable for Credit: No

Overview of casino gaming operations in the Hospitality and Tourism industry from a global and local perspective.

A special course fee applies.

### **HT-516 Casino Operations Management**

## **HT-516 Casino Operations Management**

3 cr.

Repeatable for Credit: No

Functions and transactions associated with the gaming operations environment within a resort casino.

### **HT-517 Psychosocial Issues in Gaming**

## **HT-517 Psychosocial Issues in Gaming**

3 cr.

Repeatable for Credit: No

A hospitality management and societal perspective of the pros and cons of gambling entertainment.

### **HT-523 Food Service Equipment**

## **HT-523 Food Service Equipment**

2 cr.

Repeatable for Credit: No

Factors affecting design, selection, physical facilities and utilities involved in foodservice equipment.

### **HT-524 Quantity Food Production**

## **HT-524 Quantity Food Production**

3 cr.

Repeatable for Credit: No

Quantity food production management concepts; menu planning, work production schedules, production analysis, food and labor cost controls, and sales projections, crisis and service management techniques; lab work in quantity food production and service; recipe development and introduction to productivity and work simplification concepts.

### **HT-526 Introduction to Wines and Spirits**

## **HT-526 Introduction to Wines and Spirits**

3 cr.

Repeatable for Credit: No

Applied and historical knowledge of wines and spirits from different regions of the world; emphasis on preparation, selection, accompaniment with food, basic cost control analysis and service.

Must be 21 years of age or older

### **HT-535 Lodging Operations Management**

## **HT-535 Lodging Operations Management**

3 cr.

Repeatable for Credit: No

Investigation of supervisory roles in lodging management, with an emphasis on the importance of financial statements and their interpretation, human resources and productivity, and providing quality hospitality services within all types of lodging facilities.

### **HT-544 Hospitality and Tourism Marketing and Sales**

## **HT-544 Hospitality and Tourism Marketing and Sales**

3 cr.

Repeatable for Credit: No

Analysis of marketing strategy, sales techniques, promotional tools, and research for hospitality and tourism development.

### **HT-551 Hospitality Convention/Meeting Planning**

## **HT-551 Hospitality Convention/Meeting Planning**

3 cr.

Repeatable for Credit: No

The roles and responsibilities of professional hospitality meeting planners and hotel convention sales/service managers are examined for purposes of planning or hosting a major convention, or a corporate, association, or special group meeting event.

### **HT-553 Computer Systems for Food Service**



# **HT-553 Computer Systems for Food Service**

3 cr.

Repeatable for Credit: No

Functions of computers in a variety of food service operations with specific emphasis on spreadsheets and food service application software. Experience using state-of-the-art technology and microcomputers.

## **HT-560 Tourism for Persons with Disabilities**

# **HT-560 Tourism for Persons with Disabilities**

3 cr.

Repeatable for Credit: No

Examination of the effectiveness of current legislation and initial strategies to purposely accommodate the needs and preferences of persons with disabilities to promote a more inclusive environment within the hospitality and tourism industry.

## **HT-562 Foodservice Finance and Cost Control**

# **HT-562 Foodservice Finance and Cost Control**

3 cr.

Repeatable for Credit: No

The use of financial techniques and systems to develop and analyze budgets, control food, beverage, and labor costs in foodservice operations.

## **HT-570 Principles of Property Management**

# **HT-570 Principles of Property Management**

3 cr.

Repeatable for Credit: No

Property management fundamentals. Topics include ownership goals, management direction, finance and maintenance of multifamily and commercial properties.

## **HT-571 Commercial/Residential Property Development and Management**

# **HT-571 Commercial/Residential Property Development and Management**

3 cr.

Repeatable for Credit: No

Exploring factors involved in developing and managing property, both residential and commercial, including undeveloped land. Topics include feasibility studies, financing, appraisal, leases, purchase agreements and management contracts.

## **HT-583 Yield Management**

# HT-583 Yield Management

3 cr.  
Repeatable for Credit: No  
Investigation of the use of computer technology in the lodging industry for revenue planning, scheduling and performance evaluation. Specialized software will be used to analyze and evaluate hotel performance.

## HT-623 Wine and Food Pairing

# HT-623 Wine and Food Pairing

4 cr.  
Repeatable for Credit: No  
Matching wine and food from different parts of the world using flavors, textures, and components present in food and wine as complementing strategies. Emphasis on menu planning, food preparation, cooking methods and wine tasting with foods.  
A special course fee applies.

## HT-624 Catering

# HT-624 Catering

3 cr.  
Repeatable for Credit: No  
Theory and application of operational and managerial principles for on- or off-premise catering for special events.

## HT-626 Restaurant Operational Management

# HT-626 Restaurant Operational Management

3 cr.  
Repeatable for Credit: No  
Application of the principles of food and beverage management in full service restaurants existing as independent units or as units within a commercial/ noncommercial foodservice operation. The course will emphasize fine dining, fine cuisine and control systems.

## HT-630 Lodging Administration

# HT-630 Lodging Administration

3 cr.  
Repeatable for Credit: No  
Analysis of theories, principles and techniques of lodging management; problems and issues encountered by management in providing quality service within cost-efficient organization.  
*Prerequisite: take HT-583*

## HT-640 Sociocultural Systems of Tourism

# **HT-640 Sociocultural Systems of Tourism**

3 cr.

Repeatable for Credit: No

Various psychosocial dimensions of tourism: motivation, development, community and conflict as related to consumer-tourists, tourists and residents.

## **HT-642 Trade Show Management**

# **HT-642 Trade Show Management**

3 cr.

Repeatable for Credit: No

Investigate and apply the process and procedures to plan and manage a trade show from a developer and user perspective. Define the process to select and develop, arrange for site and support services leading to a profitable trade show.

## **HT-645 Event Management**

# **HT-645 Event Management**

3 cr.

Repeatable for Credit: No

Planning, organizing and the management of events will be investigated for the hospitality, tourism and golf industries. Emphasis is placed on the design, internal management systems and post event evaluation.

## **HT-647 International Convention and Meeting Management**

# **HT-647 International Convention and Meeting Management**

3 cr.

Repeatable for Credit: No

Investigate the process and procedures to plan for meetings in other countries.

*Prerequisite: take HT-551*

## **HT-650 Food Service Administration**

# **HT-650 Food Service Administration**

3 cr.

Repeatable for Credit: No

Organization and administration of institutional foodservice systems, personnel selection and training, cost control and problems of supervision.

## **HT-652 Hospitality Professionalism**

# **HT-652 Hospitality Professionalism**

2 cr.

Repeatable for Credit: No

Prepare hotel, restaurant and tourism students as professionals in a global community. Role-play emphasis on professional dress, dining etiquette, culture and business conversation, job search and placement techniques.

## **HT-654 Security and Risk Management for the Hospitality Industry**

# **HT-654 Security and Risk Management for the Hospitality Industry**

3 cr.

Repeatable for Credit: No

Advanced investigation of security and risk management within hospitality/service industries.

## **HT-657 Hospitality Management Strategies**

# **HT-657 Hospitality Management Strategies**

3 cr.

Repeatable for Credit: No

Comparison and synthesis of hospitality management strategies; concepts and theories in relationship to long-term hospitality business goals and objectives. Capstone course for senior-level H&T students.

*Prerequisites: Senior level and HT-562*

## **HT-660 Hospitality Industry Law and Liability**

# **HT-660 Hospitality Industry Law and Liability**

3 cr.

Repeatable for Credit: No

Laws applicable to ownership and operation of inns, hotels, motels, restaurants and other places of public hospitality.

## **HT-661 Hospitality Employee Relations**

# **HT-661 Hospitality Employee Relations**

3 cr.

Repeatable for Credit: No

History and legal strategies and tactics in dealing with hospitality employees in both union and non-union settings.

## **HT-670 Seminar in Property Management**

# **HT-670 Seminar in Property Management**

3 cr.  
Repeatable for Credit: No  
Capstone course for Property Management. Preparation of a property management plan for a specific property. Discussion of current trends and industry problems. Exploration of development and operating strategies of property management firms.

## **HT-681 Special Problems in Hospitality and Tourism**

# **HT-681 Special Problems in Hospitality and Tourism**

1-3 cr.  
Repeatable for Credit: Yes

## **HT-703 Customer Strategy**

# **HT-703 Customer Strategy**

3 cr.  
Repeatable for Credit: No  
Integrate core concepts and focused paradigms of customer strategy into organizational philosophies. Frames the strategic process via organizational insights and analytical data to develop innovative and exceptional customer-focused solutions.  
Department Consent Required

## **HT-705 Science of Consumer Engagement**

# **HT-705 Science of Consumer Engagement**

3 cr.  
Repeatable for Credit: No  
Critical evaluation of consumer consumption processes framed by theoretical and practical knowledge of the service delivery process. Provides insight into consumer behavior framed by a contemporary understanding of behaviors and neuromarketing-driven insights.  
Department Consent Required

## **HT-711 Pricing Strategies and Revenue Tactics**

# **HT-711 Pricing Strategies and Revenue Tactics**

3 cr.  
Repeatable for Credit: No  
Synthesis of available services pricing strategies utilizing strategic, economic, marketing and psychological considerations to drive revenue. Addresses strategic and tactical issues to engender profit-generating pricing practices across professional contexts.  
Department Consent Required

## **HT-713 Consumer Value Creation for Hospitality**

# **HT-713 Consumer Value Creation for Hospitality**

3 cr.

Repeatable for Credit: No

A customer-centric approach in developing and implementing hospitality marketing strategies that acquire, develop and retain customers.

Explores the customer value proposition, customer satisfaction, sustaining developed relationships and analyzing customer information in a complex marketplace.

Must be enrolled in the MS in Hospitality Strategy program

## **HT-715 Hospitality Customer Value Analysis**

# **HT-715 Hospitality Customer Value Analysis**

3 cr.

Repeatable for Credit: No

Financial impacts and methods to effectively acquiring, developing and retaining profitable customer relationships for hospitality-focused organizations.

Addresses the customer profitability imperative through indirect benefits of loyalty, customer lifetime value, and maximizing customer equity.

Must be enrolled in the MS in Hospitality Strategy program

## **HT-721 Quality Service and Experience Assurance**

# **HT-721 Quality Service and Experience Assurance**

3 cr.

Repeatable for Credit: No

Consumer-facing approaches to developing marketing, management and operations strategy to provide experiential customer engagement.

Presents advanced models for loyalty-generating experiences and assuring quality service to build and maintain competitive advantage within organizations.

Department Consent Required

## **HT-723 Strategic Alignment of Hospitality Human Capital**

# **HT-723 Strategic Alignment of Hospitality Human Capital**

3 cr.

Repeatable for Credit: No

Theory and practice of adaptive work systems to transform individuals and hospitality organizations into consumer advocates. Strategic alignment of employees and internal structures/processes as an essential imperative to successfully drive revenue, profit and growth.

Must be enrolled in the MS in Hospitality Strategy program

## **HT-725 Innovation for Competitive Advantage**

# **HT-725 Innovation for Competitive Advantage**

3 cr.  
Repeatable for Credit: No  
Addresses innovation challenges by focusing on tools, techniques and concepts necessary to develop a consumer-focused, open-innovation culture. Critical elements to designing, developing and implementing innovative customer solutions across organizations and enterprise levels.  
Department Consent Required

## **HT-731 Data Interpretation and Hospitality Forecasting**

# **HT-731 Data Interpretation and Hospitality Forecasting**

3 cr.  
Repeatable for Credit: No  
Leverages consumer and operational information to accurately forecast future customer activities based on current patterns and behavior. Advancements in the explanation of consumer activities and predicting consumption patterns applied to hospitality and consumer-facing organizations.  
Must be enrolled in the MS in Hospitality Strategy program

## **HT-733 Hospitality Strategic Assessment and Analysis**

# **HT-733 Hospitality Strategic Assessment and Analysis**

3 cr.  
Repeatable for Credit: No  
Advanced strategic principles and assessment techniques for leading organizational change and process implementation within hospitality organizations. Capstone course focused on analyzing consumer-driven questions, improving performance and processes, and integrating assessment outcomes into hospitality industry processes.  
Department Consent Required  
Must be enrolled in the MS in Hospitality Strategy program

## **HT-735 Problems in Hospitality and Tourism**

# **HT-735 Problems in Hospitality and Tourism**

3 cr.  
Repeatable for Credit: No  
Independent research under direction of research adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, research methodology, conducting research in the hospitality of tourism field. Interpretation of results and a formal presentation is required.

## **HT-747 Seminar In Hospitality Management**

# **HT-747 Seminar In Hospitality Management**

3 cr.

Repeatable for Credit: Yes

Contemporary management theories and techniques to effectively manage a dynamic and diverse hospitality and tourism industry. Topics will address issues that relate to current and future needs.

## **HT-799 Independent Study**

# **HT-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## **Human Development and Family Studies**

### **HDFS-510 Family Stress, Coping and Adaptation**

# **HDFS-510 Family Stress, Coping and Adaptation**

1 cr.

Repeatable for Credit: No

Impact of family development and stress on individual and family well-being.

### **HDFS-513 Parent Education/Involvement**

# **HDFS-513 Parent Education/Involvement**

2 cr.

Repeatable for Credit: No

Parent groups: training of leaders, survey of literature. Practicum with parent groups.

### **HDFS-520 Divorced, Single Parent and Remarried Family**

# **HDFS-520 Divorced, Single Parent and Remarried Family**

2 cr.

Repeatable for Credit: No

Trends and issues in divorce, single parenting and remarriage related to effects on adults, children and society.



**HDFS-525 Human Development: Middle Childhood and Adolescence**

## **HDFS-525 Human Development: Middle Childhood and Adolescence**

3 cr.

Repeatable for Credit: No

Empirical study of physical, intellectual, social and emotional development of children.

**HDFS-530 Human Development: Early and Middle Adulthood**

## **HDFS-530 Human Development: Early and Middle Adulthood**

3 cr.

Repeatable for Credit: No

Study of adults in the family context during the early and middle years.

**HDFS-532 Death and Bereavement**

## **HDFS-532 Death and Bereavement**

3 cr.

Repeatable for Credit: No

Significance of death and bereavement for the American culture, individual and family. Special consideration given to major tasks of grieving for children and adults.

**HDFS-540 Human Development: Late Adulthood**

## **HDFS-540 Human Development: Late Adulthood**

3 cr.

Repeatable for Credit: No

Survey of the field of gerontology focusing on what it means to grow old in the United States from a systemic perspective. Multicultural attitudes toward aging; the psychological, physical, social and economic needs and problems of the older population are addressed. Consideration will be given to the personal, familial, environmental and social resources of the older population.

**HDFS-541 Family Caregiving to Dependent Elders**

## **HDFS-541 Family Caregiving to Dependent Elders**

1 cr.

Repeatable for Credit: No

Unique challenges confronting adult children who provide care to aging parents. Government, agency, workplace and family policies and practices promoting and/or undermining family strengths and well-being.

#### **HDFS-545 Health Care Dilemmas & Decisions for Families**

## **HDFS-545 Health Care Dilemmas & Decisions for Families**

3 cr.

Repeatable for Credit: No

Bioethical issues facing U.S. families. Selected issues provoke deep and troubling questions that will be addressed from a multidisciplinary perspective through readings, student-led discussion, lectures, and case reviews.

#### **HDFS-552 Sexual and Gender Identities in Families and Society**

## **HDFS-552 Sexual and Gender Identities in Families and Society**

3 cr.

Repeatable for Credit: No

Introductory understanding of sexual and gender identities in families and society.

#### **HDFS-564 Sibling Relationships**

## **HDFS-564 Sibling Relationships**

3 cr.

Repeatable for Credit: No

Seminar focusing on sibling relationships across the life course, examining the issues, processes and dynamics affecting these bonds  
Instructor's Consent Required

#### **HDFS-565 Family Resource Management**

## **HDFS-565 Family Resource Management**

3 cr.

Repeatable for Credit: No

Individual and family use of resources to meet needs and attain goals. Critical evaluation of resource disparities and how families are impacted. Develop approach to working with diverse families and external systems on issues of resource management.  
Instructor's Consent Required

#### **HDFS-570 Living with the Spectrum: Autism and Family Life**

# **HDFS-570 Living with the Spectrum: Autism and Family Life**

3 cr.

Repeatable for Credit: No

Unique challenges, rewards, and family dynamics experienced by families impacted by autism spectrum disorder. Theoretical frameworks, life course and cultural considerations, ethical and policy issues, and implications for family practitioners.

## **HDFS-575 Grantsmanship for Nonprofits**

# **HDFS-575 Grantsmanship for Nonprofits**

1-2 cr.

Repeatable for Credit: No

Explore the availability of foundation grant money for nonprofit organizations. Designed to give the beginning grant writer an overview of grant purposes, foundation funding sources, proposal development and writing.

## **HDFS-595 Special Topics in Human Development**

# **HDFS-595 Special Topics in Human Development**

1-2 cr.

Repeatable for Credit: Yes

Special topics in human development; repeatable for different topics.

## **HDFS-600 Special Topics in HDFS: Family Life Education Methodology**

# **HDFS-600 Special Topics in HDFS: Family Life Education Methodology**

3 cr.

Repeatable for Credit: No

History, development, theory, and types of family life education programs. Knowledge and practical skills required to identify needs, design programs, teach family life education, facilitate groups, and evaluate programs in a variety of settings with a range of populations. Course culminates with a service-learning study abroad experience in Ireland.

## **HDFS-601 Autism and Family Life: Living with the Spectrum**

# **HDFS-601 Autism and Family Life: Living with the Spectrum**

1 cr.

Repeatable for Credit: No

Unique challenges, rewards, and family dynamics experienced by families impacted by autism spectrum disorder. Theoretical frameworks, life course and cultural considerations, ethical and policy issues, and implications for family practitioners.

### **HDFS-610 Families in an Electronic World**

## **HDFS-610 Families in an Electronic World**

3 cr.

Repeatable for Credit: No

Effects of changes in communication technologies on family life over the past several decades. Impacts of television, computers, cell phones, and other communication technologies on daily life and family dynamics. Social issues stemming from technological advances and affecting family life including social networking, internet gaming, cybersex, cyberbullying, and the digital divide.

### **HDFS-623 Spirituality Across the Lifespan**

## **HDFS-623 Spirituality Across the Lifespan**

2 cr.

Repeatable for Credit: No

Seminar discussion of autobiographical and biographical accounts of individual's spiritual experiences, beliefs and spiritual development over the life cycle.

### **HDFS-626 Autism in South Africa**

## **HDFS-626 Autism in South Africa**

3 cr.

Repeatable for Credit: No

Connects course content with a service learning experience. Work with community partners that support individuals and families affected by autism spectrum disorder in South Africa. Interpersonal communication and relationship skills with diverse populations; cross-cultural awareness and responsiveness around the role and meaning of autism in family life.

Prerequisite: take HDFS 601

### **HDFS-626 Special Topics in the Study of Family Life**

## **HDFS-626 Special Topics in the Study of Family Life**

1-3 cr.

Repeatable for Credit: No

Family life programs and literature; individual study of problems of personal or professional interest.

### **HDFS-642 Geriatric Functional Assessment**

# **HDFS-642 Geriatric Functional Assessment**

4 cr.  
Repeatable for Credit: No  
Multi-disciplinary assessment applied to elderly at critical transition points. Assessment of social and economic status, functional status (activities of daily living and instrumental activities of daily living), mental health, and environmental characteristics. Explore various measurement instruments. Background check required.  
*Prerequisite: take HDFS-540; background check required.*

## **HDFS-650 Family Policy**

# **HDFS-650 Family Policy**

3 cr.  
Repeatable for Credit: No  
Family policy and family perspective in policymaking. Reciprocal relationship between families and public policies. Family policy formation, implementation, evaluation and advocacy.

## **HDFS-654 Suicide and the Family: Family and Community Intervention**

# **HDFS-654 Suicide and the Family: Family and Community Intervention**

1 cr.  
Repeatable for Credit: No  
Analysis of attempted and completed suicides from an interdisciplinary perspective. Forms of intervention, with emphasis upon family therapy, are compared, contrasted, and evaluated for suitability.

## **HDFS-656 Abuse and the Family**

# **HDFS-656 Abuse and the Family**

3 cr.  
Repeatable for Credit: No  
Definition and analysis of types of abuse in family context. Interrelationship of victims, perpetrators, other family members, helping professionals, social context. Risk factors, effects, reporting and recovery.

## **HDFS-660 Religious Diversity and the Workplace**

# **HDFS-660 Religious Diversity and the Workplace**

3 cr.  
Repeatable for Credit: No  
Major world religions and some smaller religions, practices, similarities and differences within and between religions; implications of religious

practices and beliefs for workplace settings.

#### **HDFS-703 Child and Adolescent Development Seminar**

## **HDFS-703 Child and Adolescent Development Seminar**

3 cr.

Repeatable for Credit: No

Advanced seminar in various aspects of child and adolescent development.

#### **HDFS-704 Child and Family Services**

## **HDFS-704 Child and Family Services**

2 cr.

Repeatable for Credit: No

Review and analysis of the historical development and statutory base of child and family services as well as the social values, issues and trends that shape them.

#### **HDFS-707 Issues and Problems in Parent Education**

## **HDFS-707 Issues and Problems in Parent Education**

2 cr.

Repeatable for Credit: No

A study of the issues and problems of parent groups and the training of parent-group leaders.

Instructor's Consent Required

#### **HDFS-715 Theories of Family Processes**

## **HDFS-715 Theories of Family Processes**

2 cr.

Repeatable for Credit: No

Advanced analysis of family interaction theory. Emphasis is on normal family processes as they apply to the practice of marital and family intervention.

#### **HDFS-720 Special topics in Human Development and Family Studies**

## **HDFS-720 Special topics in Human Development**

# and Family Studies

1-2 cr.

Repeatable for Credit: Yes

Consideration of contemporary problems in human development and family studies and their influence on family life.

## **HDFS-728 Contemporary Family Issues**

# **HDFS-728 Contemporary Family Issues**

3 cr.

Repeatable for Credit: No

Contemporary family issues and trends addressing continuity as well as the changing nature of relationships and families. Emphasis on family change within the larger context of ecological, demographic and economic change.

## **HDFS-730 Advanced Human Sexuality**

# **HDFS-730 Advanced Human Sexuality**

3 cr.

Repeatable for Credit: No

Advanced overview of major areas of study in the field of human sexuality, including: relational and professional ethics, health/medical factors influence sexuality, sexual development across the lifespan, intimate and sexual relationships, sexual exploitation, sexual coercion, and the intersection between substance use/abuse and sexuality.

## **HDFS-735 Problems in Family Studies and Human Development**

# **HDFS-735 Problems in Family Studies and Human Development**

2 cr.

Repeatable for Credit: No

Identification, selection and completion of a problem in family studies and human development, culminating in a Plan B paper.

*Prerequisite: take EDUC-740*

## **HDFS-740 Issues In Family Life Education**

# **HDFS-740 Issues In Family Life Education**

2 cr.

Repeatable for Credit: No

Review of community-based programs for family and human development issues across the lifespan with consideration for personal philosophy, theory, research, development and evaluation of existing program models.

## **HDFS-742 Lifespan Family and Human Development Seminar**

# **HDFS-742 Lifespan Family and Human Development Seminar**

3 cr.

Repeatable for Credit: No

Human development theory; research, changing trends and issues are explored with focus upon family life cycle variations. Emphasis is given to the application of scientific knowledge to select issues and thematic narratives of lifespan development as well as to information regarding child development in families and their sociocultural contexts.

## **HDFS-746 Theory Based Qualitative and Quantitative Research Methods**

# **HDFS-746 Theory Based Qualitative and Quantitative Research Methods**

3 cr.

Repeatable for Credit: No

Fundamentals of family and developmental research. Focus on qualitative and quantitative research designs, the role of theory, methods of data collection and analysis, and unique factors associated with family research. Preparation for completion of the comprehensive graduate project.

## **HDFS-749 Cooperative Education Experience**

# **HDFS-749 Cooperative Education Experience**

1-6 cr.

Repeatable for Credit: Yes

Work and study in an approved business/industry position related to the student's major. Selection by application and interview. Instructor's Consent Required

## **HDFS-770 Thesis-Family Studies & Human Development**

# **HDFS-770 Thesis-Family Studies & Human Development**

2-6 cr.

Repeatable for Credit: No

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for 2, 4, or 6 semester hours of credit in various terms with a final total of 6.

*Prerequisite: take EDUC-740*

## **HDFS-797 Field Experience in Human Development and Family Studies**



# **HDFS-797 Field Experience in Human Development and Family Studies**

2 cr.  
Repeatable for Credit: No  
Field experience related to family and consumer sciences education skills and knowledge used in teaching wage-earning courses at secondary level.  
Department Consent Required

## **HDFS-799 Independent Study**

# **HDFS-799 Independent Study**

1-3 cr.  
Repeatable for Credit: Yes  
Department Consent Required

## **Industrial Management**

### **INMGTT-500 Engineering Economy**

# **INMGTT-500 Engineering Economy**

2-3 cr.  
Repeatable for Credit: No  
Source and application of funds: cost control, valuation, depreciation, replacement theory and taxation.

### **INMGTT-501 Seminar**

# **INMGTT-501 Seminar**

1-2 cr.  
Repeatable for Credit: Yes  
(Title will reflect specific business or management content.) Current topics in business and industrial management to meet specific needs of students enrolled.

### **INMGTT-502 Seminar**

# **INMGTT-502 Seminar**

1 cr.  
Repeatable for Credit: No  
Elements of time management, strategies and techniques in industrial and business environments. Analysis of time use by all levels of

management.

#### **INMGT-505 Resource Planning and Materials Management**

## **INMGT-505 Resource Planning and Materials Management**

3 cr.

Repeatable for Credit: No

Principles and techniques for planning and managing materials and resources within organizations and throughout a supply chain. Topics covered include resource and material planning, forecasting, master planning, materials requirements planning, capacity management, purchasing, inventory management, distribution options, supply chain management, and various operational management techniques.

#### **INMGT-514 Manufacturing Enterprise Practicum**

## **INMGT-514 Manufacturing Enterprise Practicum**

3 cr.

Repeatable for Credit: No

Creation, planning, organizing, directing, staffing and controlling of a value-added manufacturing enterprise, including supply chain management; manufacturing, marketing and distribution of a product.

#### **INMGT-520 Quality Tools**

## **INMGT-520 Quality Tools**

3 cr.

Repeatable for Credit: No

Practical and statistical quality control in design and use of Quality Assurance Programs: Quality Engineering, Manufacturing Quality Assurance and Product Quality Assurance.

#### **INMGT-525 Quality Management**

## **INMGT-525 Quality Management**

3 cr.

Repeatable for Credit: No

Provides the managerial and technical knowledge necessary to prepare, document, manage, and evaluate quality systems from beginning design through system operation and post-delivery customer services within a product or service environment.

#### **INMGT-535 Lean Manufacturing Systems**

## **INMGT-535 Lean Manufacturing Systems**

4 cr.  
Repeatable for Credit: No  
Introduction to production/operations management and lean manufacturing system design for engineers. Emphasis is given to analysis and design of production systems, facility layout, and globalization.

### **INMGT-550 Facilities Planning**

## **INMGT-550 Facilities Planning**

3 cr.  
Repeatable for Credit: No  
Study of facilities location, structure, and planning for efficient layout and material handling systems.

### **INMGT-565 Project Management**

## **INMGT-565 Project Management**

3 cr.  
Repeatable for Credit: No  
Planning, scheduling, and control of technical projects. topics covered include activity identification, network diagrams, scheduling, PERT/CPM, cost analysis, resource management, and computer control.

### **INMGT-600 Organizational Leadership**

## **INMGT-600 Organizational Leadership**

3 cr.  
Repeatable for Credit: No  
Addresses the leader's role in accomplishing organizational objectives through the management and development of followers. Concepts of organizational and individual behavior serve as a foundation for the development of leadership skills such as communication, motivation, leading, team building, building credibility, and conflict management.

### **INMGT-605 Resource Planning and Materials Management Practicum**

## **INMGT-605 Resource Planning and Materials Management Practicum**

3 cr.  
Repeatable for Credit: No  
Provides students with specific skills in managerial techniques for planning, scheduling and controlling resources in manufacturing and service organizations. This course focuses on the first two of the five required APICS exams that lead to certification as a Certified in Production and Inventory Manager (CPIM).

### **INMGT-610 Six Sigma Quality Improvement Methods**

# **INMGT-610 Six Sigma Quality Improvement Methods**

3 cr.  
Repeatable for Credit: No  
Overview of Six Sigma quality improvement applications. Application of scientific methods to improve quality of products, service, processes, and management systems.

## **INMGT-615 Inclusivity in Leadership**

# **INMGT-615 Inclusivity in Leadership**

3 cr.  
Repeatable for Credit: No  
An examination of leadership dynamic for but not limited to women, people of color, and other underrepresented populations including approaches to leading, communicating, and developing inclusive organizations.

## **INMGT-616 People Process Culture**

# **INMGT-616 People Process Culture**

3 cr.  
Repeatable for Credit: No  
A study of high performing people process culture organizations integrating sociology, applied psychology, and organization behavior subject matter areas.  
*Prerequisite: take either INMGT-600 or PSYC 582*

## **INMGT-620 Quality Assurance--Practicum**

# **INMGT-620 Quality Assurance--Practicum**

3 cr.  
Repeatable for Credit: No  
Application of principles and techniques learned in INMGT-520, as part of Professional Semester/ Manufacturing Laboratory.  
*Prerequisites: take INMGT-520 and INMGT-525*

## **INMGT-622 Quality Engineering**

# **INMGT-622 Quality Engineering**

3 cr.  
Repeatable for Credit: No  
Practical and statistical engineering methods to improve quality and design in a manufacturing environment.

## **INMGT-625 Planned Experimentation for Quality Improvement**

# **INMGT-625 Planned Experimentation for Quality Improvement**

3 cr.

Repeatable for Credit: No

Quality improvement through planned experimentation that focuses on product realization activities which consist of new product design and formulation, manufacturing process development and improvement.

## **INMGT-630 Employee Involvements: Work Teams**

# **INMGT-630 Employee Involvements: Work Teams**

2 cr.

Repeatable for Credit: No

Background and history of employee involvement, teams as a method of employee involvement, analysis of the advantages and disadvantages of different team structures and the planning processes used to implement team structures, analysis of situational variables used to help design the best team approach for an organization, the support systems needed to maintain teams, phases of team development, facilitation skills, and team problem-solving methods.

## **INMGT-640 Lean Enterprise**

# **INMGT-640 Lean Enterprise**

3 cr.

Repeatable for Credit: No

Principles of lean techniques, justification of lean systems, how lean systems are scheduled, and cost analysis of a lean environment.

## **INMGT-660 Industrial Management**

# **INMGT-660 Industrial Management**

2 cr.

Repeatable for Credit: No

Principles and methods of analyzing and solving industrial problems; application through case studies, management games and special problems.

## **INMGT-662 Global Manufacturing Study Tour**

# **INMGT-662 Global Manufacturing Study Tour**

2-3 cr.

Repeatable for Credit: No

Visit global sites to understand the current state of product design, manufacturing, and distribution in both developed and developing countries.

Learn how to develop supplier, manufacturing, and distribution systems in a global setting.

## **INMGT-675 Advanced Project Management**

# **INMGT-675 Advanced Project Management**

3 cr.

Repeatable for Credit: No

Advanced planning, control, and leadership of technical projects and programs. topics covered include: project and program justification, project management maturity and methods, multiple project or portfolio management, project management in multinational cultures, virtual project teams, requirements definition, and outsourcing.

*Prerequisite: take INMGT-565*

## **INMGT-682 Business Analytics**

# **INMGT-682 Business Analytics**

3 cr.

Repeatable for Credit: No

Business needs and technology trends in analytics. Practical application of business analytic tools to determine key business performance indicators and use of these indicators to drive business and operations management decisions and actions.

## **INMGT-686 Project Management Practicum**

# **INMGT-686 Project Management Practicum**

3 cr.

Repeatable for Credit: No

Capstone experience. Project management applications. Students will take the Certified Associate in Project Management (CAPM) exam. Students apply project management tools and techniques to manage practical projects.

## **INMGT-700 Organizational Research Methods**

# **INMGT-700 Organizational Research Methods**

3 cr.

Repeatable for Credit: No

Quantitative and qualitative approaches to organizational and industrial research. Application of appropriate research tools to understand interpersonal relationships, analyze and design jobs, organizations and systems. This course should be taken the next to last semester in a student's coursework. Development of a research proposal that may be used to complete master's level field project/thesis.

## **INMGT-705 Enterprise Resource Planning**

# **INMGT-705 Enterprise Resource Planning**

3 cr.

Repeatable for Credit: No

Planning and management of material flow and production activities. Topics include forecasting, sales and operations planning, demand management, master production scheduling, material requirements planning, production execution, lean systems and how ERP software serves to reinforce the interconnectedness of operations with the other business functional areas.

#### **INMGT-710 Seminar In Operations Management**

## **INMGT-710 Seminar In Operations Management**

3 cr.

Repeatable for Credit: No

Current concepts essential to achieving excellence in global operations and supply management. Current theory and practice of operation of engineering, marketing, manufacturing, financial administration and industrial relations aspects of industry with a focus on globalization and international management.

#### **INMGT-712 Operational Disruption Management**

## **INMGT-712 Operational Disruption Management**

3 cr.

Repeatable for Credit: No

The importance of being able to recognize and manage operational and supply disruptions. Topics include: identification and mitigation of technology and supply disruptions, ethical considerations, cost implications and recovery planning.

#### **INMGT-715 Organizational Consulting**

## **INMGT-715 Organizational Consulting**

3 cr.

Repeatable for Credit: No

Introduction to the field of organizational consulting. Practical approaches using an interactive process to help individuals and organizations develop more rapidly and produce more satisfying results. Develop proficiencies in a range of skills required to practice consulting.

#### **INMGT-718 Advanced Quality Management**

## **INMGT-718 Advanced Quality Management**

3 cr.

Repeatable for Credit: No

Compare and contrast the philosophical frameworks advocated by celebrated quality experts such as Deming, Juran, and Crosby. The role of leadership will be related to strategic planning and quality improvement. Metrics will be analyzed as to how their use can lead to quality and business performance improvements.

#### **INMGT-730 Advanced Technical Problems--Industrial Management**

# **INMGT-730 Advanced Technical Problems-- Industrial Management**

2-6 cr.

Repeatable for Credit: No

Advanced study in industrial management, management control, product development or process and facility planning. Recent developments, advanced technical work, experimental work and technical reports. A specific problem area for study in this course must be identified by the student prior to registering for this course.

Department Consent Required

## **INMGT-735 Problems in Operations and Supply Management**

# **INMGT-735 Problems in Operations and Supply Management**

2-4 cr.

Repeatable for Credit: No

Identification, selection and completion of a problem in operations and supply management culminating in a Plan B paper.

For M.S. in Operations and Supply Management or Technology Management students only

## **INMGT-740 Decision Modeling**

# **INMGT-740 Decision Modeling**

3 cr.

Repeatable for Credit: No

Application of quantitative methodology in industrial decision making. Topics include mathematical modeling, optimization algorithms, linear programming applications, integer programming application, non-linear programming applications, and simulation.

## **INMGT-745 Advanced Manufacturing Simulation**

# **INMGT-745 Advanced Manufacturing Simulation**

3 cr.

Repeatable for Credit: No

Theory and practice of simulation modeling of manufacturing systems. Theoretical aspects include types of simulation language, data distribution goodness-of-fit, warm-up and run length determination, statistical output analysis, optimization, and variance reduction. Models will be developed, run, animated, and analyzed using a high-level simulation language.

Instructor's Consent Required

## **INMGT-749 Cooperative Education Experience**

# **INMGT-749 Cooperative Education Experience**



1-8 cr.

Repeatable for Credit: Yes

Work and study in an approved position to gain business/industrial/other experience. Normally entails recurring, supervised work periods, each one building and expanding on the previous.

Department Consent Required

### **INMGT-750 Organization Development**

## **INMGT-750 Organization Development**

3 cr.

Repeatable for Credit: No

A blend of theory, evidence based research, and practice, developing students as leaders of organizational change. Learn skills specific to the field: theories and models, the process, research, and application of organization development principles. Develop and lead strategic change initiatives to enable organizations to be competitive.

*Prerequisite: take INMGT-600*

### **INMGT-765 Program Management**

## **INMGT-765 Program Management**

3 cr.

Repeatable for Credit: No

Planning, control, and leadership of technical projects and programs. Justification, scheduling, risk management, cost analysis, resource management, program control, information technology, and multiple-project management.

### **INMGT-797 Field Experience**

## **INMGT-797 Field Experience**

1 cr.

Repeatable for Credit: Yes

Department Consent Required

### **INMGT-799 Independent Study**

## **INMGT-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

### **Information and Communication Technologies**

### **CTE-570 Instructional Technology - Education and Training**

# **CTE-570 Instructional Technology - Education and Training**

2 cr.

Repeatable for Credit: No

Technological applications to education, training and instruction. Emphasis on examining, developing and evaluating various technologies and their appropriateness for the curriculum and training applications.

## **ICT-500 Workshop**

# **ICT-500 Workshop**

1-3 cr.

Repeatable for Credit: Yes

Special topics in telecommunication systems, providing hands on or experiential learning activities. Specific content and title to reflect the topic of the workshop.

## **ICT-503 Information and Communication Technologies Essentials**

# **ICT-503 Information and Communication Technologies Essentials**

3 cr.

Repeatable for Credit: No

Components of computer hardware and operating systems, assembling a computer system, installing an operating system in a computer, and troubleshooting a computer using system tools and diagnostic software.

## **ICT-505 Information Systems for Enterprise**

# **ICT-505 Information Systems for Enterprise**

3 cr.

Repeatable for Credit: No

Information systems concepts and technology for contemporary enterprise. Includes hardware, software, networks and enterprise-specific information systems. Emphasis on business-prudent solutions/products based on clearly identified needs/goals.

## **ICT-509 Collaborative Computing**

# **ICT-509 Collaborative Computing**

3 cr.

Repeatable for Credit: No

History, application, design and analysis of collaborative computing.

## **ICT-511 Information and Communication Technologies Analytics**

# **ICT-511 Information and Communication Technologies Analytics**

3 cr.

Repeatable for Credit: No

Determine the value of electronic information and communications, developing metrics, determining return on investment on information and communication technologies.

## **ICT-565 Integrated Software Applications for Instruction**

# **ICT-565 Integrated Software Applications for Instruction**

3 cr.

Repeatable for Credit: No

Software applications for the professional and personal use of instructors. The effective use of word processing, spreadsheet, database, presentation, communication and other appropriate software applications with emphasis on curricular integration and professional standards.

## **ICT-566 Integrated Media Applications for Instruction**

# **ICT-566 Integrated Media Applications for Instruction**

3 cr.

Repeatable for Credit: No

Prepares instructors to use various media in the learning environment. Emphasis on proper curriculum integration based on sound curriculum design principles and professional standards.

Instructor's Consent Required

*Prerequisite: ICT 565*

## **ICT-570 Computer-Assisted Interactive Video**

# **ICT-570 Computer-Assisted Interactive Video**

3 cr.

Repeatable for Credit: No

Design, production and evaluation of interactive video applications. Analysis of various hardware and software systems.

Instructor's Consent Required

## **ICT-575 Web Production and Distribution**

# ICT-575 Web Production and Distribution

3 cr.

Repeatable for Credit: No

Production and distribution of content to the World Wide Web. Consideration given to basic information architecture, standards, best practices, technologies, planning, implementation, management and distribution of digital content.

## ICT-600 Workshop

# ICT-600 Workshop

1-3 cr.

Repeatable for Credit: Yes

Special topics in media technology providing hands-on or experiential learning activities. Specific content and title to reflect the topic of the workshop.

## ICT-601 Information Technology Policy And Audit

# ICT-601 Information Technology Policy And Audit

3 cr.

Repeatable for Credit: No

Information technology policy, regulatory and audit issues, international standards, and internal security strategies.

## ICT-605 Enterprise Technology Seminar

# ICT-605 Enterprise Technology Seminar

3 cr.

Repeatable for Credit: No

Trends in enterprise technology, including: systematic development processes to solve business problems and support business processes, identification and use of contemporary enterprise technology solutions, sources of enterprise technology support, training and information and enterprise technology credentialing and career opportunities.

*Prerequisite: take ICT-601*

## ICT-675 Dynamic Web Technologies

# ICT-675 Dynamic Web Technologies

3 cr.

Repeatable for Credit: No

Contemporary applications of technologies affecting adaptive user-centered web development as pertaining to content, presentation, scripting, variable data, markup languages, information architecture and analytics.

*Prerequisite: take ICT-575*

## **ICT-685 Search Engine Optimization**

# **ICT-685 Search Engine Optimization**

3 cr.  
Repeatable for Credit: No  
Contemporary application of strategies and technology related to the improvement of placement in search engine and other relevant search results.

## **ICT-700 Introduction to Information and Communication Technologies**

# **ICT-700 Introduction to Information and Communication Technologies**

2 cr.  
Repeatable for Credit: No  
Overview of the M.S. in Information and Communication Technologies. Research strategies, collaborative software overview and portfolio development.

## **ICT-701 Information and Communication Technologies in Organizations**

# **ICT-701 Information and Communication Technologies in Organizations**

3 cr.  
Repeatable for Credit: No  
Evaluation of information and communication technologies. Impacts and development of information and communication technologies in organizations and society.  
*Prerequisite or Corequisite: Take ICT-700*

## **ICT-702 Seminar in Information and Communication Technologies**

# **ICT-702 Seminar in Information and Communication Technologies**

3 cr.  
Repeatable for Credit: No  
Current topics in information and communications technology. Use of portfolios for assessment. Use of multimedia tools to create a portfolio. Development of competencies to meet M.S. in Information and Communication Technologies requirements. Create portfolio framework.  
*Prerequisite: take ICT-701*

## **ICT-710 Learning Technologies**

# ICT-710 Learning Technologies

3 cr.

Repeatable for Credit: No

Overview and selection criteria of instructor-led, computer-based, and distance learning systems for delivering content to trainees in the workplace. Includes the development of training materials in a variety of formats.

## ICT-732 Technology Futures

# ICT-732 Technology Futures

3 cr.

Repeatable for Credit: No

Apply systems thinking in developing frameworks for forecasting technology driven topics. Examine the implications of technological change along with social change for various futures.

## ICT-749 Cooperative Education Experience

# ICT-749 Cooperative Education Experience

1-8 cr.

Repeatable for Credit: Yes

Work and study in an approved position to gain business/industrial/other experience. Normally entails recurring, supervised work periods, each one building and expanding on the previous.

## ICT-780 Information and Communication Portfolio

# ICT-780 Information and Communication Portfolio

1-3 cr.

Repeatable for Credit: Yes

Develop and present a portfolio that contains artifacts and research-based reflections that demonstrate the competencies for the M.S. in Information and Communication Technologies. The final product is an electronic portfolio.

*Prerequisite: take during semester of graduation*

## ICT-797 Field Experience

# ICT-797 Field Experience

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## ICT-799 Independent Study

# ICT-799 Independent Study

1-3 cr.  
Repeatable for Credit: No  
Department Consent Required

## Information and Technology Management

### ITM-500 ITM Workshop: VMware Install, Configure, and Manage

## ITM-500 ITM Workshop: VMware Install, Configure, and Manage

3 cr.  
Repeatable for Credit: No  
Installing, configuring, and managing VMware vSphere, including VMware, vSphere, ESXi, and VMware VCenter Server.

### ITM-500 Workshop: Voice Mail & Unified Messaging

## ITM-500 Workshop: Voice Mail & Unified Messaging

3 cr.  
Repeatable for Credit: No  
Cisco Unity Connection architecture, components, functionality, and features. Implement and administer Cisco Unity Connection to create a unified workspace encompassing applications, devices, networks, and operating systems. Explore the various administration tools and reports available in Cisco Unity Connection.

### ITM-508 Convergence Technologies

## ITM-508 Convergence Technologies

3 cr.  
Repeatable for Credit: No  
Creation of single networks that support many different types of traffic: data, audio, video, and interactive multimedia. Planning physical design and installation of a telephone and converged system, requirements of a converged network, and what makes convergence.

### ITM-642 Remote Access Networks

## ITM-642 Remote Access Networks

3 cr.

Repeatable for Credit: No

One of three core courses for preparation for the Cisco CCNP and CCDP professional certification. Build remote access networks to interconnect central sites to branch offices and home offices. Students are required to pass the associated Cisco certification examination.

*Prerequisite: take CNIT-641*

## **ITM-715 Computer Networking Foundations**

# **ITM-715 Computer Networking Foundations**

3 cr.

Repeatable for Credit: No

Network infrastructure. Emphasis on LAN/WAN routing, switching, security and maintenance.

## **ITM-749 Cooperative Education Experience**

# **ITM-749 Cooperative Education Experience**

1-8 cr.

Repeatable for Credit: Yes

Work and study in an approved position to gain business/industrial/other experience. Normally entails recurring, supervised work periods, each one building and expanding on the previous.

Department Consent Required

## **ITM-799 Independent Study**

# **ITM-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## **Instructional Technology Coordinator**

### **ITC-710 Introduction to Instructional Technology Coordinator Administration**

# **ITC-710 Introduction to Instructional Technology Coordinator Administration**

1 cr.

Repeatable for Credit: No

Instructional technology coordinator responsibilities regarding the leadership, staffing, planning, financing, and issues surrounding the role within the PK-12 environment.

## **ITC-760 Instructional Tech Coordinator Administration**



# **ITC-760 Instructional Tech Coordinator Administration**

3 cr.

Repeatable for Credit: No

Theoretical and practical skills necessary to perform the role of instructional technology coordinator within the PK-12 setting.

## **ITC-790 Instructional Tech Coordinator Practicum**

# **ITC-790 Instructional Tech Coordinator Practicum**

2 cr.

Repeatable for Credit: No

Experience in the role of an instructional technology coordinator at a selected public school district under the guidance of a mentor at the school site and a university supervisor.

*Prerequisites: take ICT-710 and EDUC-726*

## **ITC-795 Instructional Tech Coordinator Internship**

# **ITC-795 Instructional Tech Coordinator Internship**

4 cr.

Repeatable for Credit: No

Advanced experience in the role of an instructional technology coordinator at a selected public school district under the guidance of a mentor at the school site and a university supervisor.

*Prerequisites: take ITC-760 and ITC-790*

## **Literature**

### **LIT-502 Topics in Literature**

# **LIT-502 Topics in Literature**

1 cr.

Repeatable for Credit: Yes

Intensive analysis of selected authors and literary works with emphasis on discourse analysis in group and workshop settings.

### **LIT-503 Coming of Age in Literature and Film**

# **LIT-503 Coming of Age in Literature and Film**

3 cr.

Repeatable for Credit: No

Exploration of literary and filmic works that treat age, coming of age, aging, and old age. Literary and critical analysis using age studies.

### **LIT-799 Independent Study**

## **LIT-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

### **Manufacturing Engineering**

#### **ENGR-615 Machine Vision and Robotics**

## **ENGR-615 Machine Vision and Robotics**

2 cr.

Repeatable for Credit: No

Design of machine vision and industrial robotic applications, including cost justification.

#### **MFGE-551 Manufacturing Process Engineering I**

## **MFGE-551 Manufacturing Process Engineering I**

3 cr.

Repeatable for Credit: No

Understanding, analysis, and control of machining and metal forming processes. Emphasis is given to process characteristics of heat transfer, process forces and pressures, and machine tool dynamics. Sheet metal designs utilizing solid modeling software.

Instructor's Consent Required

#### **MFGE-552 Manufacturing Process Engineering II**

## **MFGE-552 Manufacturing Process Engineering II**

3 cr.

Repeatable for Credit: No

Analysis of polymer and metal behavior in processing; mechanics of processing; identification of appropriate fabrication processes; diagnosis of process related problems; mathematical modeling of process designs.

#### **MFGE-552 Manufacturing Process Engineering II**

## **MFGE-552 Manufacturing Process Engineering II**

3 cr.

Repeatable for Credit: No

Analysis of polymer and metal behavior in processing; mechanics of processing; identification of appropriate fabrication processes; diagnosis of process related problems; mathematical modeling of process designs.

### **MFGE-595 Seminar**

## **MFGE-595 Seminar**

1-2 cr.

Repeatable for Credit: No

(Title will reflect specific manufacturing content.) Designed to upgrade effectiveness of teachers or secondary school manufacturing content.

### **MFGE-640 Manufacturing System Design and Simulation**

## **MFGE-640 Manufacturing System Design and Simulation**

3 cr.

Repeatable for Credit: No

Design of manufacturing systems using contemporary methods and philosophies. Modeling and comparison of system designs using simulation software. Interpretation of experimental simulation results to evaluate system design alternatives. Preparation of technical reports summarizing projects.

### **MFGE-665 Reliability Engineering**

## **MFGE-665 Reliability Engineering**

3 cr.

Repeatable for Credit: No

A practical introduction to reliability engineering with the opportunity for application. Topics covered include reliability need, calculations, prediction and modeling, and test design. Statistical proficiency required.

### **MFGE-735 Field Problem in Manufacturing Engineering**

## **MFGE-735 Field Problem in Manufacturing Engineering**

3 cr.

Repeatable for Credit: No

Identification, selection and completion of a problem in manufacturing engineering culminating in a Plan B paper. Application of advanced manufacturing engineering topics. Admission into the MS in Manufacturing Engineering required.

Department Consent Required

Admission to MS in Manufacturing Engineering

## **MFGE-737 Seminar in Manufacturing Engineering**

# **MFGE-737 Seminar in Manufacturing Engineering**

3 cr.

Repeatable for Credit: No

Engaging students in original, critical, and advanced level presentation-discussion on current manufacturing topic and/or research related topic or outreach industry project implementation, The seminar topic is determined by the advising faculty and the students based on faculty expertise and students interest.

## **MFGE-749 Cooperative Education Experience**

# **MFGE-749 Cooperative Education Experience**

1-8 cr.

Repeatable for Credit: Yes

Work and study in an approved position to gain business/industrial/other experience. Normally entails recurring, supervised work periods, each one building and expanding on the previous.

Department Consent Required

## **MFGE-753 Polymer Engineering**

# **MFGE-753 Polymer Engineering**

3 cr.

Repeatable for Credit: No

Advanced analysis of polymer behavior in processing; prediction of mechanical behavior; analysis of polymer failure; analysis of polymer electrical and optical properties.

Instructor's Consent Required

*Prerequisite: take MFGE-552 or obtain instructor consent*

## **MFGE-770 Thesis-Manufacturing Engineering**

# **MFGE-770 Thesis-Manufacturing Engineering**

2-6 cr.

Repeatable for Credit: No

Conduct an independent research in manufacturing engineering under the direction of research adviser. Identify, develop and outline, conduct literature review, develop a plan and method, conduct research, interpret findings, and submit final report. Students may enroll for 2-6 credits hours in various semesters with a final total of six credits.

*Prerequisite: take MFGE-707*

## **MFGE-771 Emerging Manufacturing Materials**

# **MFGE-771 Emerging Manufacturing Materials**

3 cr.  
Repeatable for Credit: No  
Theory and application of new and emerging materials in manufacturing. Principles of materials design and development. Properties and behavior of new and emerging materials and their enabling role in industry. Undergraduate courses in chemistry and engineering materials recommended.

### **MFGE-792 Special Projects in Manufacturing Engineering**

## **MFGE-792 Special Projects in Manufacturing Engineering**

2-6 cr.  
Repeatable for Credit: No  
Substantive study and activity for specialists in the industry and technology field to include library work, field observation, laboratory work planned by the student and approved and supervised by a faculty consultant. Preparation of a technical report. May be repeated for a maximum of six semester credits.  
Department Consent Required  
*Prerequisite: take CTE-739*

### **MFGE-799 Independent Study**

## **MFGE-799 Independent Study**

1-3 cr.  
Repeatable for Credit: Yes  
Department Consent Required

### **Manufacturing Technology**

#### **ENGR-515 Metallurgy**

## **ENGR-515 Metallurgy**

3 cr.  
Repeatable for Credit: No  
Properties of crystalline solids, production of iron and steel, the carbon-iron equilibrium diagram, principles of heat treatment, properties of ferrous alloys. Production, properties, and theory of the most important non-ferrous metals and alloys.

### **ETECH-503 Computer Aided Manufacturing**

## **ETECH-503 Computer Aided Manufacturing**

3 cr.  
Repeatable for Credit: No  
Justification for and application of computer assistance in manufacturing process; machine process control, inventory and materials handling, robotics and automated assembly, product design and part grouping in relation to total manufacturing operation.

## **ETECH-530 Plastics for Teachers**

# **ETECH-530 Plastics for Teachers**

2 cr.

Repeatable for Credit: No

Overview of plastics as a manufacturing material. Focus on plastics processes: injection molding, blow molding, extrusion, thermoforming, and reinforced resin composites. Includes lab projects for the technology education classroom and tours to plastic processing industries.

## **ETECH-545 Design and Simulation of Manufacturing Systems**

# **ETECH-545 Design and Simulation of Manufacturing Systems**

3 cr.

Repeatable for Credit: No

Design of manufacturing systems using contemporary methods and philosophies. Modeling and comparison of system designs using simulation software. Interpretation of experimental simulation results to evaluate system design alternatives. Preparation of technical reports summarizing projects. Recommended: statistical knowledge.

## **ETECH-600 Workshop:**

# **ETECH-600 Workshop:**

1-3 cr.

Repeatable for Credit: Yes

Special topics manufacturing, providing hands-on or experiential learning activities. Specific content and title to reflect the topic of the workshop.

## **Marketing and Business Education**

### **MBE-500 Introduction to Teaching Marketing and Business Education**

# **MBE-500 Introduction to Teaching Marketing and Business Education**

3 cr.

Repeatable for Credit: No

A study of becoming a teacher in the disciplines of Marketing and Business Education with a deep focus on their related career and technical student organizations.

### **MBE-501 Marketing and Business Methods and Formative Assessment**

# **MBE-501 Marketing and Business Methods and Formative Assessment**

4 cr.

Repeatable for Credit: No

Interpret marketing and business content structures; analyze and develop teaching and learning methods, procedures and activities; plan and demonstrate formative assessments.

## **MBE-555 Marketing and Business Seminar**

# **MBE-555 Marketing and Business Seminar**

2-3 cr.

Repeatable for Credit: Yes

Issues and trends in marketing, business and career and technical education. Experiences necessary for success during student teaching and upon initial career entry.

## **MBE-601 Marketing Education Curriculum**

# **MBE-601 Marketing Education Curriculum**

2-3 cr.

Repeatable for Credit: No

Program, course and lesson-level curriculum development skills. Assessment systems, strategies, design elements, and test development skills.

## **MBE-611 Business Education Methods and Curriculum**

# **MBE-611 Business Education Methods and Curriculum**

5 cr.

Repeatable for Credit: No

Teaching methods and curriculum design for business educators. Emphasis on basic business subjects; business literacy and entry-level job preparation; issues and trends; demonstration and development of a standards-based business education curriculum.

## **MBE-612 Elementary Keyboarding Teaching Methods**

# **MBE-612 Elementary Keyboarding Teaching Methods**

1 cr.

Repeatable for Credit: No

Developmentally appropriate methods of instruction in keyboarding and emerging input technologies applicable to elementary educational settings. Must be an Elementary Certified Educator.

#### **MBE-701 Issues in Marketing and Business Education**

## **MBE-701 Issues in Marketing and Business Education**

2 cr.

Repeatable for Credit: No

Definition, exploration and research of a current issue in secondary or postsecondary Marketing and Business Education.

#### **MBE-702 Improving Methods and Materials for MBE**

## **MBE-702 Improving Methods and Materials for MBE**

2 cr.

Repeatable for Credit: No

Instructional materials and methods for utilization in secondary or postsecondary Marketing and Business Education.

Department Consent Required

#### **MBE-799 Independent Study**

## **MBE-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

#### **Marriage and Family Therapy**

#### **MFT-732 Sexual Attitudes Reassessment**

## **MFT-732 Sexual Attitudes Reassessment**

1 cr.

Repeatable for Credit: No

Study of attitudes, values, feelings and beliefs about a wide range of human sexual experiences; assistance in gaining insight into the professional and personal effects of these attitudes/values/feelings/beliefs. The content-delivery is explicit in both media representation and in conversation. Learning occurs via instructor-led didactic work, large-group presentation/activities, and small group discussion.

#### **MFT-733 Advanced Sex Therapy**



# **MFT-733 Advanced Sex Therapy**

4 cr.

Repeatable for Credit: No

Advanced overview of sex-related psychotherapy, field-based ethical and professional communication practices, and biopsychosocial understandings of healthy and problematic sexual functioning, behaviors, and interpersonal relationships. The sex-related psychotherapeutic areas covered include: theories, models, methods, techniques, interventions, evaluations, assessments, and diagnosis and treatment of psychosexual disorders, as well as sex-related relational problems. A significant portion of the learning will occur via role-playing and case review.

## **MFT-735 Investigations**

# **MFT-735 Investigations**

2 cr.

Repeatable for Credit: No

A research experience which culminates in a Plan B paper.

Department Consent Required

*Prerequisites: take EDUC-740 or MFT-765*

## **MFT-740 Cultural Competence in Family Therapy**

# **MFT-740 Cultural Competence in Family Therapy**

3 cr.

Repeatable for Credit: No

Cultural competence and its application in MFT. Exploration of systems of privilege and oppression and their link to interpersonal dynamics. Self-examination of cultural assumptions. Practice in working with difference.

## **MFT-744 Psychometric Aids in Couples and Family Therapy**

# **MFT-744 Psychometric Aids in Couples and Family Therapy**

2 cr.

Repeatable for Credit: No

Understanding and applying psychometric instruments in MFT context. Includes descriptive statistics, reliability, measurement error, validity, interpretation, selection, administration, cultural diversity, disabilities.

## **MFT-745 Treating Drug Abuse, Intimate Violence and Self-Harm**

# **MFT-745 Treating Drug Abuse, Intimate Violence and Self-Harm**

3 cr.  
Repeatable for Credit: No  
Assess and treat intimate violence (emotional, physical, sexual, neglect), substance abuse and self-harm. Children, adolescents, adults, couples and families.

#### **MFT-750 Foundations of Couples and Family Therapy**

## **MFT-750 Foundations of Couples and Family Therapy**

3 cr.  
Repeatable for Credit: No  
Study of early theories of couples and family therapy. Assessment and treatment for children, adolescents, adults, couples, parents and families.

#### **MFT-751 Contemporary Couples and Family Therapy**

## **MFT-751 Contemporary Couples and Family Therapy**

3 cr.  
Repeatable for Credit: No  
Study of contemporary theories of couples and family therapy. Assessment and treatment for children, adolescents, adults, couples, parents and families.

#### **MFT-752 Couples Therapy and Sex Therapy**

## **MFT-752 Couples Therapy and Sex Therapy**

3 cr.  
Repeatable for Credit: No  
Therapeutic models, assessment and interventions for working with couples. Dynamics of couple relationships including communication, infidelity, emotional regulation, conflict management, and sexual interaction.

#### **MFT-755 Professional Issues in Couples And Family Therapy**

## **MFT-755 Professional Issues in Couples And Family Therapy**

3 cr.  
Repeatable for Credit: No  
Exploration of the issues in the development of professional skills, attitudes and identity in the area of couples and family therapy.  
*Prerequisite: take MFT-750*

#### **MFT-765 Research in Psychotherapy**

# **MFT-765 Research in Psychotherapy**

3 cr.  
Repeatable for Credit: No  
Basic research methods in the evaluation of therapy effectiveness. Application of research skills by demonstrating ability to critique published studies and to develop a research proposal.

## **MFT-793 Couples and Family Therapy Practicum I**

# **MFT-793 Couples and Family Therapy Practicum I**

4 cr.  
Repeatable for Credit: Yes  
Preparation for professional couples and family therapy services through seminar discussions, observation, and supervised counseling experience.  
Department Consent Required  
Must be admitted to the M.S. in Marriage and Family Therapy

## **MFT-794 Couples and Family Therapy Practicum II**

# **MFT-794 Couples and Family Therapy Practicum II**

4 cr.  
Repeatable for Credit: Yes  
Sequel to MFT-793. Continuing preparation for professional couple and family therapy services through seminar discussions, observation, and supervised therapy.  
Prerequisite: take MFT-793

## **MFT-795 Couples & Family Therapy Practicum**

# **MFT-795 Couples & Family Therapy Practicum**

3 cr.  
Repeatable for Credit: No  
Preparation for professional couple and family therapy services through seminar discussions, observation, and supervised therapy.  
Department Consent Required  
Must be admitted to the M.S. in Marriage and Family Therapy

## **MFT-795 Marriage & Family Therapy Practicum**

# **MFT-795 Marriage & Family Therapy Practicum**

1-3 cr.  
Repeatable for Credit: No  
The study and application of family theory in a clinical setting.  
Department Consent Required  
Must be admitted to the M.S. in Marriage and Family Therapy

## **MFT-799 Independent Study**

# **MFT-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## **Mathematics**

### **MATH-710 Introduction to Industrial Mathematics**

# **MATH-710 Introduction to Industrial Mathematics**

3 cr.

Repeatable for Credit: No

Introduction to mathematical methods with direct applications in business and industry, including mathematical aspects of quality control, Monte Carlo methods, linear programming, model fitting, frequency domain methods, difference and differential equations, graph theory, and report writing.

### **MATH-720 Algebraic Structures**

# **MATH-720 Algebraic Structures**

3 cr.

Repeatable for Credit: No

Modular arithmetic, Chinese remainder theorem, linear Diophantine equations, quadratic reciprocity, vector spaces, matrices, inner product, quadratic forms, finite fields, field extensions and solutions to equations over finite fields.

### **MATH-755 Differential Equations: Initial and Boundary Value Problems**

# **MATH-755 Differential Equations: Initial and Boundary Value Problems**

3 cr.

Repeatable for Credit: No

Methods used in solving initial and boundary value differential equation problems that arise in applied mathematics, physics, engineering, economics, and statistics.

### **MATH-799 Independent Study**

# **MATH-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

### **MATHED-688 Internship Teaching - Math Education**

# **MATHED-688 Internship Teaching - Math Education**

8 cr.16 cr.

Repeatable for Credit: No

Alternative to student teaching experience: licensed and salaried internship in a cooperating school for one semester.

## **Mathematics, Statistics and Computer Science**

### **MSCS-580 Cryptography**

# **MSCS-580 Cryptography**

3 cr.

Repeatable for Credit: No

Classical and modern encryption methods, including both public-key and symmetric-key cryptosystems; elementary number theory; digital signature schemes and hash functions; introduction to (and countermeasures for) number-theoretic and algebraic cryptanalysis; discrete logarithms; applications to information assurance and cyber-security.

### **MSCS-590 Fourier Transform and Applications**

# **MSCS-590 Fourier Transform and Applications**

3 cr.

Repeatable for Credit: No

Fundamental theory of Fourier transform with applications to a variety of topics. Traditional definition of Fourier series, the modern functional definition of Fourier transform and its properties. Discrete and fast Fourier transform. Convolution and Shah-function and their applications to Fourier transform.

*Prerequisites: take MATH-720 and MATH-755*

### **MSCS-590 Topics**

# **MSCS-590 Topics**

1-3 cr.

Repeatable for Credit: Yes

Topics of current importance in applications of mathematics to problems in business, industry, government or society. May be repeated for additional credit with consent of program director.

## **MSCS-747 Scientific Computing**

# **MSCS-747 Scientific Computing**

3 cr.

Repeatable for Credit: No

Analysis and development of the most common techniques used in the efficient numerical solution of problems in applied mathematics, statistics, science and engineering focusing on computational methods in linear algebra and nonlinear systems. Applications from a wide variety of fields including engineering, computer science, and physics.

*Prerequisite: Take MATH-720*

## **MSCS-791 Field Project in Industrial Mathematics I**

# **MSCS-791 Field Project in Industrial Mathematics I**

3 cr.

Repeatable for Credit: No

First course in a two-semester sequence. Application of a variety of mathematical tools to conduct original research on a project provided by employers, professors, companies, agencies, or organizations. Synthesis of mathematical modeling, numerical computing, and/or data analysis.

*Prerequisite: take MATH-710*

## **MSCS-792 Field Project in Industrial Mathematics II**

# **MSCS-792 Field Project in Industrial Mathematics II**

3 cr.

Repeatable for Credit: No

Second course in a two-semester sequence. Application of a variety of mathematical tools to conduct original research on a project provided by employers, professors, companies, agencies, or organizations. Synthesis of mathematical modeling, numerical computing, and/or data analysis.

*Prerequisite: take MSCS-791*

## **MSCS-799 Independent Study**

# **MSCS-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## **Packaging**

## **PKG-749 Cooperative Education Experience**

# **PKG-749 Cooperative Education Experience**

1-8 cr.

Repeatable for Credit: Yes

Work and study in an approved position to gain business/industrial/other experience. Normally entails recurring, supervised work periods, each one building and expanding on the previous.

Department Consent Required

## **PKG-799 Independent Study**

# **PKG-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## **Photography**

### **PHOTO-505 Photo Processes**

# **PHOTO-505 Photo Processes**

3 cr.

Repeatable for Credit: No

Advanced monochromatic photography: aesthetics, advanced theory, view-camera techniques, studio lighting, materials and equipment selection, sheet-film processing, specialized processes and techniques. A special course fee applies.

### **PHOTO-510 Introduction to Photographic Lighting**

# **PHOTO-510 Introduction to Photographic Lighting**

3 cr.

Repeatable for Credit: No

Introduction to the essential concepts of lighting for still and moving image photography. Emphasis is placed on the application and control of natural and artificial light in studio and location photography. A DSLR camera with full manual control in still and video capture modes is required.

### **PHOTO-511 Advertising and Public Relations Photography**

# **PHOTO-511 Advertising and Public Relations Photography**

3 cr.

Repeatable for Credit: No

A survey of advertising and public relations photography trends and practices. The relationship between photography, typography and design, image capture, manipulation, file management, workflow, output, as well as identifying and meeting client needs and expectations are stressed. A digital SLR camera is required.

### **PHOTO-530 Introduction to Video Production**

## **PHOTO-530 Introduction to Video Production**

3 cr.

Repeatable for Credit: No

Introduction to essential concepts and techniques of video production. Emphasis is placed on preproduction and preparation for production, writing proposals and treatments, story-boarding and developing a workflow appropriate to the project. Students develop camera operation, audio, lighting, directing, producing and editing skills. A DSLR camera with full manual controls in still and video capture modes is required.

### **PHOTO-535 Film-History and Appreciation**

## **PHOTO-535 Film-History and Appreciation**

3 cr.

Repeatable for Credit: No

Evolution of motion picture film as medium of mass communication and aesthetic expression; contributions of noted film producers.

### **PHOTO-540 History of Photography**

## **PHOTO-540 History of Photography**

3 cr.

Repeatable for Credit: No

A survey of the scientific and aesthetic development of photography from its beginnings to the recent practices of photographic technologies in the context of post-modernity. Examine the diversity of styles, techniques, methods, and ideologies of selected photographers focusing on their contributions and influences in advertising, art, fashion, communication technology and pop culture.

### **PHOTO-575 Product Photography**

## **PHOTO-575 Product Photography**

3 cr.

Repeatable for Credit: No

A survey of the technical and conceptual aspects of still and moving image photography of manufactured goods and products. Emphasis is placed on photographing studio and table still life sets. The importance of lighting for scale, as well as lighting varied surfaces will be explored. A DSLR camera with full manual controls in still and video capture modes is required.

### **PHOTO-611 Photojournalism and Documentary Photography**

## **PHOTO-611 Photojournalism and Documentary**



# Photography

3 cr.

Repeatable for Credit: No

A survey of the technical and conceptual aspects of photojournalism and documentary photography trends and practices. The importance of still and moving images as conveyors of information and influence on public opinion is emphasized. Ethical and moral considerations, freedom of the press and the public's right to know are stressed. A survey of the technical and conceptual aspects of still and moving image photography of manufactured goods and products. Emphasis is placed on photographing studio and table still life sets. The importance of lighting for scale, as well as lighting varied surfaces will be explored. A DSLR camera with full manual controls in still and video capture modes is required.

## **PHOTO-612 Nature and Landscape Photography**

# **PHOTO-612 Nature and Landscape Photography**

3 cr.

Repeatable for Credit: No

A survey of the technical and conceptual aspects of nature and landscape, still and moving image photography trends and practices. Emphasis on the application of appropriate techniques and equipment for field conditions.

A special course fee applies. A DSLR camera with full manual controls in still and video capture modes is required.

## **PHOTO-615 Advertising Photography**

# **PHOTO-615 Advertising Photography**

3 cr.

Repeatable for Credit: No

A survey of the technical and conceptual aspects of still and moving image advertising photography trends and practices. The relationship between marketing, design and photography in communicating with target audiences through cross-channel media are stressed. A DSLR camera with full manual control in still and video capture modes is required.

## **PHOTO-621 Architectural and Interior Photography**

# **PHOTO-621 Architectural and Interior Photography**

3 cr.

Repeatable for Credit: No

A survey of the technical and conceptual aspects of architectural and interior still and moving image photography trends and practices. Emphasis on the application of appropriate techniques and equipment for field/location conditions. A DSLR camera with full manual control in still and video capture modes is required.

## **PHOTO-625 Corporate Communications and Public Relations Photography**

# **PHOTO-625 Corporate Communications and**

# Public Relations Photography

3 cr.

Repeatable for Credit: No

A survey of the technical and conceptual aspects of corporate communications and public relations, still and moving image photography trends and practices. The relationship between marketing, corporate communications and public relations photography in influencing target audience opinion through cross-channel media are stressed. A DSLR camera with full manual control in still and video capture modes is required.

## PHOTO-630 Video/Cinema Practicum

# PHOTO-630 Video/Cinema Practicum

3 cr.

Repeatable for Credit: No

Cross discipline teams explore a selected topic(s) through the completion of professional level video/cinema project(s), from concept to distribution digital media.

*Prerequisite: take PHOTO 530*

## PHOTO-641 Fashion and Glamour Photography

# PHOTO-641 Fashion and Glamour Photography

3 cr.

Repeatable for Credit: No

A survey of the technical and conceptual aspects of fashion and glamour still and moving image photography trends and practices. Emphasis on directing professional/non-professional talent/models and creative support and the importance of concept and design in creating effective images. A DSLR camera with full manual control in still and video capture modes is required.

## PHOTO-695 Professional Portfolio Development

# PHOTO-695 Professional Portfolio Development

3 cr.

Repeatable for Credit: No

Capstone experience for the Applied Photography minor. Students fine tune their direction and concentrate on the area they intend to specialize in their professional career. Students design and produce a portfolio to be evaluated by representative professionals. Standards of professional practice are emphasized.

## PHOTO-799 Independent Study

# PHOTO-799 Independent Study

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## **Physics**

### **PHYS-530 Science and the Fallible Mind For Educators**

# **PHYS-530 Science and the Fallible Mind For Educators**

2 cr.

Repeatable for Credit: No

Cross-disciplinary, physical science course primarily intended for educators. Defines and examines science with a perspective on societal issues related to the human mind, consumer marketing, psychology, religion, risk and fear, global concerns, and the use and abuse of numbers.

## **Psychology**

### **PSYC-520 Psychology: Its History And Systems**

# **PSYC-520 Psychology: Its History And Systems**

3 cr.

Repeatable for Credit: No

History of psychology and influence of early competing schools of thought: structuralism, functionalism, behaviorism, Gestalt psychology, and psychodynamic psychology. Evolution to present as a diverse behavioral science with emphasis on neobehaviorism, humanistic psychology, and cognitive psychology.

### **PSYC-530 Psychology of Learning**

# **PSYC-530 Psychology of Learning**

3 cr.

Repeatable for Credit: No

A course designed to acquaint the student with the principles of learning drawn from experimental and theoretical psychology. These principles are demonstrated as they apply to animal and human learning. Modern viewpoints toward theories of learning are emphasized.

### **PSYC-535 Motivation and Emotion**

# **PSYC-535 Motivation and Emotion**

3 cr.

Repeatable for Credit: No

An experimentally oriented introduction to the fundamental principles of motivation and emotion.

### **PSYC-540 Psychology of Individual and Group Differences**

# **PSYC-540 Psychology of Individual and Group Differences**

3 cr.

Repeatable for Credit: No

Nature and extent of differences if individuals and groups are studied. Intelligence, achievement, aptitudes, interests, attitudes, and general personality are the major differences included. Race, sex, nationality, social class and age in relation to individual differences are studied.

## **PSYC-551 Children's Social Reasoning**

# **PSYC-551 Children's Social Reasoning**

3 cr.

Repeatable for Credit: No

Focused, in-depth study of social reasoning from birth through late childhood. Empathy, friendship, altruism, multicultural perceptions, shyness, assertiveness, aggression, loneliness, morality, values, and global responsibility. Heredity/environment-based theories. Assessment tools and prevention and intervention programs.

## **PSYC-552 Adolescent Psychology**

# **PSYC-552 Adolescent Psychology**

3 cr.

Repeatable for Credit: No

The physical, emotional, social, moral, and intellectual development of secondary school youth.

## **PSYC-561 Abnormal Psychology**

# **PSYC-561 Abnormal Psychology**

3 cr.

Repeatable for Credit: No

A study of more serious mental disturbances. Emphasis on the growing importance of mental disorders and on their early detection and referral is studied.

## **PSYC-570 Interpersonal Effectiveness Training**

# **PSYC-570 Interpersonal Effectiveness Training**

3 cr.

Repeatable for Credit: No

Training in effective interpersonal communication attitudes and skills for creating healthy relationships including self-awareness/self-expression; understanding others' communication; assertive rights/responsibilities coping with difficult emotions; conflict management/resolution and mediation; collaborative problem solving and teamwork; gender differences in communication style; effectiveness in relationships with culturally

diverse individuals; and effectiveness in online relationships.

### **PSYC-571 Introduction to Health Psychology**

## **PSYC-571 Introduction to Health Psychology**

3 cr.

Repeatable for Credit: No

Principles of psychology applied to the promotion of health and wellness; prevention of disease, injury and premature death; psychological treatment of illness; improvement of health care; and formation of health policies.

### **PSYC-575 The Psychology of Marriage and the Family**

## **PSYC-575 The Psychology of Marriage and the Family**

2 cr.

Repeatable for Credit: No

A study of the interpersonal relations involved in dating, mating and family collaboration with growing awareness of patterns for self-integration.

### **PSYC-577 Consumer Psychology**

## **PSYC-577 Consumer Psychology**

3 cr.

Repeatable for Credit: No

Psychological principles and theories from the areas of motivation, perception, learning, attitude, information processing, personality, groups, organizational psychology, and environmental psychology are applied to the understanding of consumer behavior, consumer problems, and their solution.

### **PSYC-579 Public Relations**

## **PSYC-579 Public Relations**

2 cr.

Repeatable for Credit: No

Introduction to public relations in industry and education including community relations, employee relations, customer relations, media relations, tools of public relations, two-way communications, and special publics.

### **PSYC-582 Human Resource Management**

## **PSYC-582 Human Resource Management**

3 cr.  
Repeatable for Credit: No  
Organization and coordination of personnel practices and methods. Consideration given to communication, employment, orientation and training, working conditions, supervision, performance evaluation, collective bargaining, salary administration, health and recreation.

#### **PSYC-591 Applied Psychophysiological Methods**

## **PSYC-591 Applied Psychophysiological Methods**

3 cr.  
Repeatable for Credit: No  
Theory, methods, laboratory procedures, and applications of physiological responses to psychological stimuli.

#### **PSYC-601 Workshop: Special Topics in Psychology**

## **PSYC-601 Workshop: Special Topics in Psychology**

1-3 cr.  
Repeatable for Credit: Yes  
Current specialized topics studied in a small group setting utilizing experimental activities.

#### **PSYC-603 Management of Employee Reward Systems**

## **PSYC-603 Management of Employee Reward Systems**

3 cr.  
Repeatable for Credit: No  
Review of issues in the reward and compensation of employees and of systematic methods for the determination of employee wages, incentives and benefits. Psychological theories of motivation, external equity, job analysis, identifying compensable factors used in job evaluation, comparable worth and performance appraisal, individual salary determination.

#### **PSYC-632 Perception**

## **PSYC-632 Perception**

3 cr.  
Repeatable for Credit: No  
This course serves as an introduction to human perception. The content of the course is structured around an information processing model, with the sensory and memory facilities considered as information systems. The student will analyze perceptual research, become familiar with classical and modern psychophysical techniques and conduct experimentation in human information processing.

#### **PSYC-642 Cognitive Processes**

# **PSYC-642 Cognitive Processes**

3 cr.

Repeatable for Credit: No

Cognitive theories of attention, memory, language, reasoning and problem solving with applications to fields of education, vocational rehabilitation, gerontology, forensic, clinical and counseling psychology.

## **PSYC-685 Recruitment & Selection of Human Resources**

# **PSYC-685 Recruitment & Selection of Human Resources**

3 cr.

Repeatable for Credit: No

In-depth examination of the processes involved in the design and implementation of procedures for selecting employees; the impact these procedures have on the organization; and recruitment, job analysis, testing methods, legal issues, selection strategies, career development.

## **PSYC-701 Seminar on Diversity in the Workplace**

# **PSYC-701 Seminar on Diversity in the Workplace**

1 cr.

Repeatable for Credit: No

Application of problem solving skills and strategies to issues regarding diversity in the context of applied psychology.

## **PSYC-702 Ethics in Applied Psychology**

# **PSYC-702 Ethics in Applied Psychology**

1 cr.

Repeatable for Credit: No

Ethical principles and codes of conduct for psychologists, with application to work settings encountered by applied psychologists. Consideration to ethical codes of conduct in various professions, and the role of culture, personality and social factors, and major life events in conceptualizing ethical standards.

## **PSYC-707 Applied Social Psychology**

# **PSYC-707 Applied Social Psychology**

3 cr.

Repeatable for Credit: No

Principles and methods derived from social psychology applied to problems and issues in a variety of settings.

## **PSYC-708 Psychosocial Intervention**

# **PSYC-708 Psychosocial Intervention**

3 cr.

Repeatable for Credit: No

Theories and methods of planned change. Training of effective change agents.

## **PSYC-710 Applied Psychology Seminar**

# **PSYC-710 Applied Psychology Seminar**

1 cr.

Repeatable for Credit: Yes

Field of applied psychology and the M.S. in Applied Psychology program. Critical thinking and professional writing skill development. Thesis process, professional ethics, diversity issues in applied psychology, and professional development extracurricular activities. Instructor's consent

## **PSYC-711 Applied Psychology Seminar II**

# **PSYC-711 Applied Psychology Seminar II**

1 cr.

Repeatable for Credit: No

Preparation for thesis/field problem. Applying critical thinking and professional literature review skills to the thesis/field problem. Internship readiness. Professional writing skills. Ethics and diversity in applied psychology. Extracurricular professional development.

*Prerequisite: take PSYC-710*

## **PSYC-712 Applied Psychology Seminar III**

# **PSYC-712 Applied Psychology Seminar III**

1 cr.

Repeatable for Credit: No

Faculty and peer support for pragmatic issues related to independent research project completion and internship obtainment. Job-seeking skills; professional development through self-assessment and documentation of applied psychology-related learning. Ethical and diversity-related issues in applied psychology.

*Prerequisite: take PSYC-711*

## **PSYC-720 Introduction to Evaluation and Institutional Research**

# **PSYC-720 Introduction to Evaluation and Institutional Research**

2 cr.

Repeatable for Credit: No

Theoretical approaches to fields of Evaluation and Institutional Research, evaluation competencies, and personal philosophy of evaluation.



## **PSYC-720A Overview of Evaluation and Institutional Research**

# **PSYC-720A Overview of Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Application of evaluation to programs, processes and products; Institutional Research and its application in education, relationship between evaluation and institutional research.

## **PSYC-720B Responsibilities of Institutional Research Offices**

# **PSYC-720B Responsibilities of Institutional Research Offices**

0.2 cr.

Repeatable for Credit: No

Responsibilities of Institutional Research offices, similarities and differences in the responsibilities of different offices.

## **PSYC-720C Overview of Evaluation Approaches and Theories**

# **PSYC-720C Overview of Evaluation Approaches and Theories**

0.1 cr.

Repeatable for Credit: No

Major theories and approaches that guide evaluation work; similarities and differences among them.

## **PSYC-720D Utilization-Focused Evaluation**

# **PSYC-720D Utilization-Focused Evaluation**

0.2 cr.

Repeatable for Credit: No

Theory and application of utilization-focused evaluation; basic questions and considerations for use; contrast with other approaches and theories.

## **PSYC-720E Goal Free Evaluation**

# **PSYC-720E Goal Free Evaluation**

0.2 cr.

Repeatable for Credit: No

Theory and application of goal free evaluation; basic questions and considerations for use; contrast with other approaches and theories.

#### **PSYC-720F Context Input Process Product Evaluation**

## **PSYC-720F Context Input Process Product Evaluation**

0.2 cr.

Repeatable for Credit: No

Theory and application of context input process product evaluation; basic questions and considerations for use; contrast with other approaches and theories.

#### **PSYC-720G Constructivist/4th Generation Evaluation**

## **PSYC-720G Constructivist/4th Generation Evaluation**

0.2 cr.

Repeatable for Credit: No

Theory and application of constructivist/4th generation evaluation; basic questions and considerations for use; contrast with other approaches and theories.

#### **PSYC-720H Deliberative/Democratic Evaluation**

## **PSYC-720H Deliberative/Democratic Evaluation**

0.2 cr.

Repeatable for Credit: No

Theory and application of deliberative/democratic evaluation; basic questions and considerations for use; contrast with other approaches and theories.

#### **PSYC-720I Empowerment Evaluation**

## **PSYC-720I Empowerment Evaluation**

0.2 cr.

Repeatable for Credit: No

Theory and application of empowerment evaluation; basic questions and considerations for use; contrast with other approaches and theories.

#### **PSYC-720J Methods and Social Justice Evaluation**

## **PSYC-720J Methods and Social Justice**

# Evaluation

0.1 cr.

Repeatable for Credit: No

Theory and application of methods and social justice evaluation; basic questions and considerations for use; contrast with other approaches and theories.

## **PSYC-720K Evaluation Competencies Overview**

# **PSYC-720K Evaluation Competencies Overview**

0.2 cr.

Repeatable for Credit: No

Competencies for the successful evaluator or institutional research professional; determine proficiency levels, and develop a professional development plan.

## **PSYC-721 Evaluation and Institutional Research: Ethics and Practice**

# **PSYC-721 Evaluation and Institutional Research: Ethics and Practice**

1 cr.

Repeatable for Credit: No

Professional and ethical standards within evaluation and institutional research; institutions which oversee ethical practice of evaluation. Cultural competence and reflective practice for professional development.

## **PSYC-721A Professional Evaluation Standards**

# **PSYC-721A Professional Evaluation Standards**

0.2 cr.

Repeatable for Credit: No

Need for and application of American Evaluation Association Guiding Principles and Program Evaluation Standards to evaluation and research settings.

## **PSYC-721B Ethics in Evaluation and Institutional Research**

# **PSYC-721B Ethics in Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Ethical codes for research and evaluation and strategies for addressing professional and ethical issues.

## **PSYC-721C Understanding Responsible Conduct of Research**

# **PSYC-721C Understanding Responsible Conduct of Research**

0.2 cr.

Repeatable for Credit: No

Responsible preparation and conduct of research; role of the Institutional Review Board in evaluation and research. Procedures for gaining Institutional Review Board approval for a project.

## **PSYC-721D Cultural Competence in Evaluation and Institutional Research**

# **PSYC-721D Cultural Competence in Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Impact of cultural perspective on the conduct of evaluation and research; assess how personal cultural perspective influences professional practice.

## **PSYC-721E Reflective Practice in Evaluation and Institutional Research**

# **PSYC-721E Reflective Practice in Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Reflective practice in evaluation and institutional research to support professional growth.

## **PSYC-722 Project Management in Evaluation and Institutional Research**

# **PSYC-722 Project Management in Evaluation and Institutional Research**

2 cr.

Repeatable for Credit: No

Evaluation project management. Identify evaluation team and stakeholder roles; communication, collaboration and conflict management skills; evaluation budget and management plan; deliver evaluation results; develop a professional development plan.

## **PSYC-722A Stakeholders, Roles, and Responsibilities**

# **PSYC-722A Stakeholders, Roles, and Responsibilities**

0.4 cr.

Repeatable for Credit: No

Roles and responsibilities of stakeholders in an evaluation setting.

## **PSYC-722B Communication and Collaboration with Stakeholders**

# **PSYC-722B Communication and Collaboration with Stakeholders**

0.2 cr.

Repeatable for Credit: No

Techniques for communicating and collaborating with internal and external stakeholders in an evaluation project.

## **PSYC-722C Budgeting for an Evaluation**

# **PSYC-722C Budgeting for an Evaluation**

0.3 cr.

Repeatable for Credit: No

Costs associated with conducting evaluation; create detailed, accurate budgets for an evaluation project.

## **PSYC-722D Managing Tasks and Timelines in Evaluation and Institutional Research**

# **PSYC-722D Managing Tasks and Timelines in Evaluation and Institutional Research**

0.3 cr.

Repeatable for Credit: No

Evaluation project timelines; developing and managing project tasks in the evaluation process.

## **PSYC-722E Conflict Management in Evaluation and Institutional Research**

# **PSYC-722E Conflict Management in Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Effective communication with team members and project stakeholders.

#### **PSYC-722F Reporting in Evaluation and Institutional Research**

## **PSYC-722F Reporting in Evaluation and Institutional Research**

0.4 cr.

Repeatable for Credit: No

Communication of evaluation data (quantitative and qualitative) to stakeholders and other audiences; approaches for written reports and presentations.

#### **PSYC-722G Professional Growth in Evaluation and Institutional Research**

## **PSYC-722G Professional Growth in Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Professional development plans for evaluators; identifying short-term and long-term goals.

#### **PSYC-723 Research Methods in Evaluation and Institutional Research**

## **PSYC-723 Research Methods in Evaluation and Institutional Research**

2 cr.

Repeatable for Credit: No

Research methods for evaluations. Evaluability assessments, identification of evaluation questions and development of evaluation plans. Quantitative, qualitative and mixed method approaches and data collection strategies. Literature reviews and logic models. Contextual and political issues in evaluation. Data visualization for evaluation results; turning results into action.

#### **PSYC-723A Evaluability Assessment**

## **PSYC-723A Evaluability Assessment**

0.2 cr.

Repeatable for Credit: No

Evaluability assessments; assessing programs for scope and feasibility as evaluation.

#### **PSYC-723B Identifying Evaluation Questions**

# **PSYC-723B Identifying Evaluation Questions**

0.2 cr.

Repeatable for Credit: No

Evaluation questions based on stakeholder feedback, program goals and objectives; questions are relevant, measurable, and useful.

## **PSYC-723C Designing an Evaluation Plan**

# **PSYC-723C Designing an Evaluation Plan**

0.2 cr.

Repeatable for Credit: No

Basic evaluation plans to address identified evaluation questions; define the goals, boundaries, and scope of the evaluation.

## **PSYC-723D Research Design in Evaluation and Institutional Research**

# **PSYC-723D Research Design in Evaluation and Institutional Research**

0.4 cr.

Repeatable for Credit: No

Quantitative and qualitative research designs; mixed-methods approaches.

## **PSYC-723E Program Theory: Logic Modeling/Program Theory of Change**

# **PSYC-723E Program Theory: Logic Modeling/Program Theory of Change**

0.2 cr.

Repeatable for Credit: No

Logic models for evaluation; program theory of change for evaluation.

## **PSYC-723F Literature Reviews in Evaluation and Institutional Research**

# **PSYC-723F Literature Reviews in Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Literature reviews for use in evaluation; approach and application of appropriate peer-reviewed sources.

## **PSYC-723G Sampling in Evaluation and Institutional Research**

# **PSYC-723G Sampling in Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Random and convenience sampling techniques; sampling methods for representativeness and generalizability.

## **PSYC-723H Data Visualization in Evaluation and Institutional Research**

# **PSYC-723H Data Visualization in Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Data visualization techniques based on evaluation context and target audience; enhance client comprehension of results.

## **PSYC-723I Turning Results into Action**

# **PSYC-723I Turning Results into Action**

0.2 cr.

Repeatable for Credit: No

Strategies for designing and presenting evaluation results in order to support the client's use of the results.

## **PSYC-724 Data Collection in Evaluation and Institutional Research**

# **PSYC-724 Data Collection in Evaluation and Institutional Research**

1 cr.

Repeatable for Credit: No

Qualitative and quantitative methods of data collection; focus group, survey, and observation data collection methods.

## **PSYC-724A Focus Groups in Evaluation and Institutional Research**

# **PSYC-724A Focus Groups in Evaluation and Institutional Research**



0.4 cr.

Repeatable for Credit: No

Focus group method for evaluations; appropriate use, strengths, and weaknesses.

#### **PSYC-724B Surveys in Evaluation and Institutional Research**

## **PSYC-724B Surveys in Evaluation and Institutional Research**

0.4 cr.

Repeatable for Credit: No

Survey development and administration for evaluations; appropriate use, strengths, and weaknesses.

#### **PSYC-724C Observation Studies in Evaluation**

## **PSYC-724C Observation Studies in Evaluation**

0.2 cr.

Repeatable for Credit: No

Observational data collection techniques for evaluation; appropriate use, strengths, and weaknesses.

#### **PSYC-725 Data Analysis in Evaluation and Institutional Research**

## **PSYC-725 Data Analysis in Evaluation and Institutional Research**

1 cr.

Repeatable for Credit: No

Quantitative and qualitative data analysis techniques; information triangulation, and data interpretation. Data management; store and manage data securely.

#### **PSYC-725A Quantitative Analysis in Evaluation/Institutional Research**

## **PSYC-725A Quantitative Analysis in Evaluation/Institutional Research**

0.3 cr.

Repeatable for Credit: No

Basic quantitative data analysis; descriptive and inferential statistics, selection of appropriate statistical methods for different types of data; data analysis software.

#### **PSYC-725B Qualitative Data Analysis in Evaluation and Institutional Research**

# **PSYC-725B Qualitative Data Analysis in Evaluation and Institutional Research**

0.3 cr.

Repeatable for Credit: No

Basic qualitative data analysis; thematic analysis and coding of qualitative data.

## **PSYC-725C Managing Evaluation and Institutional Research Data**

# **PSYC-725C Managing Evaluation and Institutional Research Data**

0.2 cr.

Repeatable for Credit: No

Data management and storage; strategies for confidentiality, promoting accuracy, and secure storage.

## **PSYC-725D Synthesizing Results: Triangulation**

# **PSYC-725D Synthesizing Results: Triangulation**

0.2 cr.

Repeatable for Credit: No

Mixed methods for evaluations; triangulate data from multiple sources in order to draw inferences about a subject.

## **PSYC-726 Evaluation Applications**

# **PSYC-726 Evaluation Applications**

2 cr.

Repeatable for Credit: No

Practical issues in evaluation; various evaluation settings; appropriate reporting techniques; assess information from previously conducted evaluations; build evaluation capacity in stakeholders; Request for Proposals and grant proposals; evaluation related jobs.

## **PSYC-726A Evaluation Settings**

# **PSYC-726A Evaluation Settings**

0.3 cr.

Repeatable for Credit: No

Evaluation settings and purposes; role of the evaluator and the interdisciplinary nature of evaluation; matching evaluation methods to organizational needs.

## **PSYC-726B Reporting and Interpreting Evaluation Results**

# **PSYC-726B Reporting and Interpreting Evaluation Results**

0.2 cr.

Repeatable for Credit: No

Reporting evaluation results, provide interpretations and recommendations; present clear, accurate, and relevant reports to clients.

## **PSYC-726C Dissemination Plans for Evaluation**

# **PSYC-726C Dissemination Plans for Evaluation**

0.2 cr.

Repeatable for Credit: No

Customized reporting for evaluation. Interpret and meet the information needs of various audiences; dissemination plans.

## **PSYC-726D Supporting Use of the Results**

# **PSYC-726D Supporting Use of the Results**

0.2 cr.

Repeatable for Credit: No

Personal and organizational issues that hinder the use of evaluation results; analyze topics that create distrust in results; communication for building trust in the evaluation process.

## **PSYC-726E Meta-Evaluation**

# **PSYC-726E Meta-Evaluation**

0.2 cr.

Repeatable for Credit: No

Meta-evaluation for quality improvement and professional development.

## **PSYC-726F Capacity Building in Evaluation**

# **PSYC-726F Capacity Building in Evaluation**

0.3 cr.

Repeatable for Credit: No

Organizational capacity-building for evaluations; capacity-building plans.

## **PSYC-726G Responding to Requests for Proposals**

# **PSYC-726G Responding to Requests for Proposals**

0.2 cr.

Repeatable for Credit: No

Requests for proposals for external evaluation. Navigate proposal process; strategies for competitive proposals.

## **PSYC-726H Evaluation Plans for Grant Proposals**

# **PSYC-726H Evaluation Plans for Grant Proposals**

0.2 cr.

Repeatable for Credit: No

Grant writing process; identify grant opportunities; evaluation plans for grant proposals.

## **PSYC-726I Jobs in Evaluation**

# **PSYC-726I Jobs in Evaluation**

0.2 cr.

Repeatable for Credit: No

Job opportunities and professional resources in evaluation; internal evaluation positions; communicate evaluation skills during the hiring process; consulting opportunities.

## **PSYC-727 Practicum in Evaluation**

# **PSYC-727 Practicum in Evaluation**

3 cr.

Repeatable for Credit: No

Advanced independent evaluation field project. Project management and external consulting skill development. Independent planning, designing, implementing, and managing evaluation projects. topics covered: budgeting, evaluability, program description, program theories, project management, conflict management, and quality management.

*Prerequisites: take PSYC-720, PSYC-721, PSYC-722, PSYC-723, PSYC-724, PSYC-725, and PSYC-726*

## **PSYC-728 Institutional Research Applications**

# **PSYC-728 Institutional Research Applications**

2 cr.

Repeatable for Credit: No

Practical issues in Institutional Research. Benchmarking and data sharing; assess academic programs; the role of Institutional Research in academic planning. Techniques for workload studies, enrollment management, and modeling. Role of data management systems and external reporting needs. Accountability demands and accreditation needs.

## **PSYC-728A Enrollment Management and Modeling**

# **PSYC-728A Enrollment Management and Modeling**

0.3 cr.

Repeatable for Credit: No

Enrollment management concepts and practices for Institutional Research; enrollment management and modeling.

## **PSYC-728B Assessment and Evaluating Academic Programs**

# **PSYC-728B Assessment and Evaluating Academic Programs**

0.2 cr.

Repeatable for Credit: No

Assessment and evaluation of academic programs for Institutional Research; tools and techniques for assessment and evaluation.

## **PSYC-728C Strategic Planning and Policy Analysis**

# **PSYC-728C Strategic Planning and Policy Analysis**

0.3 cr.

Repeatable for Credit: No

Strategic planning for higher education. Role of institutional research; techniques for conducting strategic planning and policy analysis, utilizing data in strategic planning.

## **PSYC-728D Benchmarking and Data Sharing in Institutional Research**

# **PSYC-728D Benchmarking and Data Sharing in Institutional Research**

0.2 cr.

Repeatable for Credit: No

Benchmarking and data sharing for higher education; identify peer groups and sources for comparative data.

## **PSYC-728E Workload Studies in Institutional Research**

# **PSYC-728E Workload Studies in Institutional**

# Research

0.2 cr.

Repeatable for Credit: No

Workload studies for institutions of higher education; typical components and techniques for conducting workload studies.

## **PSYC-728F Data Management in Institutional Research**

# **PSYC-728F Data Management in Institutional Research**

0.2 cr.

Repeatable for Credit: No

Transactional systems and relational databases in institutional research.

## **PSYC-728G Institutional Accountability**

# **PSYC-728G Institutional Accountability**

0.2 cr.

Repeatable for Credit: No

Accountability reporting options; national, state, and local trends, reporting requirements and emerging issues in institutional accountability; techniques for designing institutional accountability reports.

## **PSYC-728H External Reporting in IR**

# **PSYC-728H External Reporting in IR**

0.2 cr.

Repeatable for Credit: No

External reporting for institutional researchers; techniques for external reporting requirements.

## **PSYC-728I Accreditation and Institutional Research**

# **PSYC-728I Accreditation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Institutional and discipline specific accreditation; regional institutional accreditation requirements; role of institutional research in accreditation.

## **PSYC-729 Practicum in Institutional Research**

# **PSYC-729 Practicum in Institutional Research**

3 cr.  
Repeatable for Credit: No  
Advanced independent institutional research field project. Project management and external consulting skill development. Independently planning, designing, implementing, and managing institutional research projects with client and instructor supervision. Topics include: research design, project planning, project management, presenting in written and verbal formats, conflict management, and quality management approaches.  
*PSYC-720, PSYC-721, PSYC-722, PSYC-723, PSYC-724, PSYC-725 and PSYC-728*

## **PSYC-735 Applied Psychology Field Problem**

# **PSYC-735 Applied Psychology Field Problem**

2-6 cr.  
Repeatable for Credit: Yes  
The investigation of a problem designed to include the planning, implementation and the evaluation of a feasible solution in an applied setting. Enroll for 2, 4, or 6 credits across terms for a required total of 6 credits.  
Department Consent Required  
*Prerequisite: Advanced standing in M.S. in Applied Psychology*

## **PSYC-749 Cooperative Education Experience**

# **PSYC-749 Cooperative Education Experience**

1-8 cr.  
Repeatable for Credit: Yes  
Work and study in an approved off-campus position to gain professional/business/industrial experience. Normally entails recurring, supervised work periods, each one building and expanding on the previous.  
Department Consent Required  
*Must be a Psychology major & have a 2.5 GPA*

## **PSYC-750 Foundations of Evaluation Research**

# **PSYC-750 Foundations of Evaluation Research**

3 cr.  
Repeatable for Credit: No  
Examination of evaluation processes with an emphasis on foundational knowledge, skill, and attitude development. Description of professional behaviors necessary for success in evaluation research. Skill development in planning and managing evaluations, devising appropriate data collection strategies, and pilot-testing evaluation instruments and procedures.  
*Corequisite: Take PSYC-790 concurrently*

## **PSYC-751 Applications of Evaluation Research**

# **PSYC-751 Applications of Evaluation Research**

3 cr.

Repeatable for Credit: No

Examination of evaluation processes with an emphasis on applying evaluation knowledge, skills, and attitudes. Emphasis on application of professional behavior principles and competency-based evaluation planning and design. Skill development of data collection, analysis, and interpretation on a supervised field evaluation project.

*Prerequisites: take PSYC-750 and PSYC-790*

### **PSYC-752 Practicum in Applied Psychology**

## **PSYC-752 Practicum in Applied Psychology**

3 cr.

Repeatable for Credit: No

Advanced independent applied psychology field project. Project management and external consulting skill development. Exemplary professional behavior and independently planning, designing, implementing, and managing applied psychology projects with supportive but minimal client, instructor and peer supervision.

*Prerequisite: Successful completion of annual review.*

### **PSYC-760 Evaluation Studies: Planning and Designing the Evaluation**

## **PSYC-760 Evaluation Studies: Planning and Designing the Evaluation**

4 cr.

Repeatable for Credit: No

Overview of evaluation types and processes. Evaluation planning and design strategies. Needs assessment. Identification of evaluation questions, models, and methods. Development of budget, management, data collection, data analysis, data storage, and communication/reporting plan. Preparation and negotiation of evaluation proposals. Identification and development of reliable and valid instrumentation.

### **PSYC-760A Describe the Item to be Evaluated**

## **PSYC-760A Describe the Item to be Evaluated**

0.2 cr.

Repeatable for Credit: No

Definition and description of evaluands (e.g., programs, services, products to be evaluated); components of evaluand descriptions.

### **PSYC-760B Identify and Engage Stakeholders**

## **PSYC-760B Identify and Engage Stakeholders**

0.2 cr.

Repeatable for Credit: No

Definition and description of typical evaluation stakeholders; strategies for identifying and engaging stakeholders.



**PSYC-760C Use Research Findings to Identify Evaluation Focus and Questions**

## **PSYC-760C Use Research Findings to Identify Evaluation Focus and Questions**

0.2 cr.

Repeatable for Credit: No

Identification of evaluation focus and question generation methods.

**PSYC-760D Describe the Evaluation Strategy and Expected Outcomes**

## **PSYC-760D Describe the Evaluation Strategy and Expected Outcomes**

0.2 cr.

Repeatable for Credit: No

Overview of evaluation strategies and expected outcomes.

**PSYC-760E Identify Models to Support the Evaluation**

## **PSYC-760E Identify Models to Support the Evaluation**

0.2 cr.

Repeatable for Credit: No

Diverse models of evaluation; discussion of important considerations in choosing evaluation models.

**PSYC-760F Identify Designs to Support the Evaluation**

## **PSYC-760F Identify Designs to Support the Evaluation**

0.2 cr.

Repeatable for Credit: No

Identification of designs to support an evaluation; discussion of important considerations in choosing evaluation designs.

**PSYC-760G Identify Methods to Support the Evaluation**

## **PSYC-760G Identify Methods to Support the Evaluation**

# Evaluation

0.2 cr.

Repeatable for Credit: No

Identification of methods to support an evaluation; discussion of important considerations in choosing evaluation methods.

## **PSYC-760H Conduct an Effective Needs Assessment**

# **PSYC-760H Conduct an Effective Needs Assessment**

0.2 cr.

Repeatable for Credit: No

Evaluation needs assessment techniques; qualities of effective needs assessments.

## **PSYC-760I Develop a Schedule and Staffing Plan**

# **PSYC-760I Develop a Schedule and Staffing Plan**

0.2 cr.

Repeatable for Credit: No

Approaches to evaluation scheduling and staffing; discussion of components of effective plans.

## **PSYC-760J Develop a Budget**

# **PSYC-760J Develop a Budget**

0.2 cr.

Repeatable for Credit: No

Budget development processes; identification of typical components of a comprehensive evaluation budget.

## **PSYC-760K Develop a Communication and Reporting Plan**

# **PSYC-760K Develop a Communication and Reporting Plan**

0.2 cr.

Repeatable for Credit: No

Items typically included in evaluation communication and reporting plans; description of methods for completing communication and reporting plans.

## **PSYC-760L Prepare and Negotiate a Proposal**

# **PSYC-760L Prepare and Negotiate a Proposal**

0.2 cr.

Repeatable for Credit: No

Discussion of proposal development and preparation; description of proposal components.

## **PSYC-760M Identify Potential Data Sources**

# **PSYC-760M Identify Potential Data Sources**

0.2 cr.

Repeatable for Credit: No

Strategies used to identify potential data sources; discussion of typical evaluation data sources.

## **PSYC-760N Identify and Evaluate Existing Instruments and Tools**

# **PSYC-760N Identify and Evaluate Existing Instruments and Tools**

0.2 cr.

Repeatable for Credit: No

Strategies used to identify and choose appropriate evaluation instruments and tools such as surveys and tests.

## **PSYC-760O Construct Reliable and Valid Instruments**

# **PSYC-760O Construct Reliable and Valid Instruments**

0.2 cr.

Repeatable for Credit: No

Best practices and instrument construction and validation.

## **PSYC-760P Develop a Data Collection Plan**

# **PSYC-760P Develop a Data Collection Plan**

0.2 cr.

Repeatable for Credit: No

Data collection planning process; discussion of components of a comprehensive data collection plan.

## **PSYC-760Q Design Appropriate Sampling Procedures**

# **PSYC-760Q Design Appropriate Sampling Procedures**

0.2 cr.

Repeatable for Credit: No

Sampling strategies; discussion of steps in the sampling process; overview of ethical issues to consider when sampling.

## **PSYC-760R Address Threats to Data Trustworthiness**

# **PSYC-760R Address Threats to Data Trustworthiness**

0.2 cr.

Repeatable for Credit: No

Methods used to ensure that evaluation data can be trusted; discussion of methods used to improve data integrity.

## **PSYC-760S Develop a Data Analysis and Implementation Plan**

# **PSYC-760S Develop a Data Analysis and Implementation Plan**

0.2 cr.

Repeatable for Credit: No

Processes and issues in data analysis and interpretation planning; discussion of typical components of an evaluation analysis and interpretation plan.

## **PSYC-760T Plan for Data Storage, Collection, Security and Disposal**

# **PSYC-760T Plan for Data Storage, Collection, Security and Disposal**

0.1 cr.

Repeatable for Credit: No

Best practices for ensuring confidentiality and security of data before, during, and after an evaluation.

## **PSYC-760U Pilot Test Data Collection Instruments and Procedures**

# **PSYC-760U Pilot Test Data Collection Instruments and Procedures**

0.2 cr.

Repeatable for Credit: No

Pilot study processes and best practices; how to identify the most appropriate pilot-testing strategies for diverse evaluations.

### **PSYC-761 Evaluation Studies: Implementing the Evaluation Plan**

## **PSYC-761 Evaluation Studies: Implementing the Evaluation Plan**

4 cr.

Repeatable for Credit: No

Overview of evaluation implementation processes and issues. Collection, analysis, and interpretation of data. Conduct of effective interviews, focus groups, surveys, observations, and cost analyses. Communication of evaluation results to diverse stakeholders.

### **PSYC-761A Implement Data Collection Plan, Schedule and Budget**

## **PSYC-761A Implement Data Collection Plan, Schedule and Budget**

0.2 cr.

Repeatable for Credit: No

Best practices for data collection planning, including scheduling and budgeting.

### **PSYC-761B Conduct Effective Individual or Group Interviews**

## **PSYC-761B Conduct Effective Individual or Group Interviews**

0.3 cr.

Repeatable for Credit: No

Methods for conducting individual or group interviews. Readings and discussion about appropriate context and research designs for interviews.

### **PSYC-761C Conduct Effective Focus Groups**

## **PSYC-761C Conduct Effective Focus Groups**

0.3 cr.

Repeatable for Credit: No

Study of applications, best practices, and Do's and Don'ts for effective focus group facilitation in evaluation research.

### **PSYC-761D Conduct Effective Surveys**

# **PSYC-761D Conduct Effective Surveys**

0.3 cr.

Repeatable for Credit: No

Description, examples, and practice in development of effective survey tools for evaluation research.

## **PSYC-761E Conduct Effective Observations**

# **PSYC-761E Conduct Effective Observations**

0.2 cr.

Repeatable for Credit: No

Description and discussion of appropriate methods and practices for collecting useful data through observation techniques.

## **PSYC-761F Conduct Effective Cost Analysis**

# **PSYC-761F Conduct Effective Cost Analysis**

0.3 cr.

Repeatable for Credit: No

Effective cost analysis techniques for evaluation research.

## **PSYC-761G Record Existing Data**

# **PSYC-761G Record Existing Data**

0.2 cr.

Repeatable for Credit: No

Proper techniques for recording and summarizing existing evaluation data.

## **PSYC-761H Respond to Changes and Disruptions in Data Collection**

# **PSYC-761H Respond to Changes and Disruptions in Data Collection**

0.2 cr.

Repeatable for Credit: No

Typical problems that arise during data collection; discussion of strategies used to adapt to changes or disruptions in data collection activities.

## **PSYC-761I Assess the Trustworthiness of Collected Data**

# **PSYC-761I Assess the Trustworthiness of**

# **Collected Data**

0.2 cr.

Repeatable for Credit: No

Methods and best practices for assessing the trustworthiness and integrity of collected data within an evaluation.

## **PSYC-761J Use Appropriate Quantitative Analysis Procedures**

# **PSYC-761J Use Appropriate Quantitative Analysis Procedures**

0.3 cr.

Repeatable for Credit: No

Types of quantitative analyses; discussion of appropriate procedures of quantitative data analysis in evaluation research.

## **PSYC-761K Use Appropriate Qualitative Analysis Procedures**

# **PSYC-761K Use Appropriate Qualitative Analysis Procedures**

0.3 cr.

Repeatable for Credit: No

Types of qualitative and mixed methods analyses; discussion of appropriate procedures for qualitative and mixed methods evaluation data analysis.

## **PSYC-761L Review and Interpret Data in an Unbiased Way**

# **PSYC-761L Review and Interpret Data in an Unbiased Way**

0.2 cr.

Repeatable for Credit: No

Techniques for reviewing and interpreting evaluation data in a fair and unbiased way; discussion of typical sources of interpretation bias.

## **PSYC-761M Draw Conclusions and Make Recommendations Based on Results**

# **PSYC-761M Draw Conclusions and Make Recommendations Based on Results**

0.2 cr.

Repeatable for Credit: No

Strategies for drawing accurate conclusions from evaluation results and making evidence-based recommendations to evaluation stakeholders.

#### **PSYC-761N Use Multiple Methods of Communicating and Reporting**

## **PSYC-761N Use Multiple Methods of Communicating and Reporting**

0.2 cr.

Repeatable for Credit: No

Methods of communicating and reporting evaluation findings to interested stakeholder groups.

#### **PSYC-761O Discuss and Interpret the Findings with Stakeholders**

## **PSYC-761O Discuss and Interpret the Findings with Stakeholders**

0.2 cr.

Repeatable for Credit: No

Best practices for discussing and interpreting evaluation findings with stakeholders in a way that allows them to make informed decisions.

#### **PSYC-761P Present the Findings to Diverse Audiences**

## **PSYC-761P Present the Findings to Diverse Audiences**

0.2 cr.

Repeatable for Credit: No

Appropriate methods of incorporating evaluation findings into written, oral, or visual presentations for diverse audiences.

#### **PSYC-761Q Facilitate or Monitor Changes Resulting from Recommendations**

## **PSYC-761Q Facilitate or Monitor Changes Resulting from Recommendations**

0.2 cr.

Repeatable for Credit: No

Strategies for ensuring that evaluation recommendations are implemented, especially for longitudinal or multiyear evaluations.

#### **PSYC-762 Evaluation Studies: Managing the Evaluation**



# **PSYC-762 Evaluation Studies: Managing the Evaluation**

1 cr.

Repeatable for Credit: No

Overview of evaluation management processes and issues. Identification and resolution of problems, techniques to address changes in plan, budget, and schedule. Methods of debriefing stakeholders and monitoring post-evaluation changes.

## **PSYC-762A Adapt the Plan, Budget and Schedule**

# **PSYC-762A Adapt the Plan, Budget and Schedule**

0.1 cr.

Repeatable for Credit: No

Description of techniques that can be used to adapt to changing circumstances within an ongoing evaluation.

## **PSYC-762B Identify and Resolve Problems**

# **PSYC-762B Identify and Resolve Problems**

0.1 cr.

Repeatable for Credit: No

Discussion of methods that can be used to identify and resolve problems with an evaluation.

## **PSYC-762C Foster Reflection and Dialogue on the Evaluation**

# **PSYC-762C Foster Reflection and Dialogue on the Evaluation**

0.2 cr.

Repeatable for Credit: No

Description of techniques that may be appropriate to foster reflection and dialogue on the evaluation process and evaluation outcomes.

## **PSYC-762E Keep Interested Parties Engaged and Informed**

# **PSYC-762E Keep Interested Parties Engaged and Informed**

0.1 cr.

Repeatable for Credit: No

Description of techniques that can be used for keeping interested parties engaged in the evaluation process and informed of evaluation progress.

## **PSYC-762F Debrief Evaluation Team and Stakeholders**

# **PSYC-762F Debrief Evaluation Team and Stakeholders**

0.2 cr.

Repeatable for Credit: No

Description of best practices and methods for debriefing the evaluation team and project stakeholders to establish lessons learned from an evaluation.

## **PSYC-762G Assess Stakeholder Satisfaction with the Evaluation**

# **PSYC-762G Assess Stakeholder Satisfaction with the Evaluation**

0.2 cr.

Repeatable for Credit: No

Discussion of ways to assess stakeholder satisfaction with the evaluation process and outcomes.

## **PSYC-765 Psychology of the Adult Learner**

# **PSYC-765 Psychology of the Adult Learner**

2 cr.

Repeatable for Credit: No

Application of contemporary perspectives in adult psychology to adult learners, primarily in employment settings. Specific strategies for trainers of adult learners, with consideration of gender, cultural, and racial factors. Group and individual differences, organizational dynamics, motivational factors, and disabilities are addressed.

## **PSYC-770 Thesis-Applied Psychology**

# **PSYC-770 Thesis-Applied Psychology**

2-6 cr.

Repeatable for Credit: Yes

Independent research under direction of thesis advisor and committee. Selection of research questions/problems, review of literature, methodology development, conduct of research, interpretation of findings, and preparation of final paper according to thesis standards. Department Consent Required

## **PSYC-771 Psychological Foundations of Health Promotion**

# **PSYC-771 Psychological Foundations of Health**

# Promotion

3 cr.  
Repeatable for Credit: No  
Theoretical issues related to health promotion. Psychosocial determinants of health and disease. Theories of health behavior. Intervention theory and development. Health care administration and policy. Ethical and diversity considerations. Ecological systems perspective for conceptualizing health promotion.

## **PSYC-772 Psychological Applications of Health Promotion**

# **PSYC-772 Psychological Applications of Health Promotion**

3 cr.  
Repeatable for Credit: No  
Applies knowledge and skills from PSYC 771. Focus on health promotion intervention and research/evaluation. Experiential training in applying psychological principles to health promotion. Implications of health promotion on health care policy and administration. Introduces behavioral epidemiology and health services research.  
*Prerequisite: take PSYC-771*

## **PSYC-781 Personnel Psychology**

# **PSYC-781 Personnel Psychology**

3 cr.  
Repeatable for Credit: No  
Research and applications in personnel psychology. Topics range from job analysis to personnel selection and assessment methods, and training designs. Diversity considerations in both ethical and legal context.

## **PSYC-782 Organizational Psychology**

# **PSYC-782 Organizational Psychology**

3 cr.  
Repeatable for Credit: No  
Research and applications in organizational psychology. Issues in raising employee performance, improving relationships, and employee well-being within organizations. Influence of diversity and culture on organizational behavior.  
*Prerequisite: take PSYC-781*

## **PSYC-790 Research Design and Analysis I**

# **PSYC-790 Research Design and Analysis I**

3 cr.

Repeatable for Credit: No

Research design with emphasis on descriptive and univariate analyses to solve applied problems in psychology. Selection of appropriate designs and data analysis methods. Includes statistical software applications, hypothesis testing, and interpretation.

### **PSYC-792 Research Design and Analysis II**

## **PSYC-792 Research Design and Analysis II**

3 cr.

Repeatable for Credit: No

Research design with emphasis on qualitative and mixed methods designs and correlational and multivariate analyses to solve applied problems in psychology. Selection of appropriate designs and data analysis methods. Includes statistical software applications, hypothesis testing, and interpretation.

*Prerequisite: take PSYC-790*

### **PSYC-793 Psychometrics of Test Construction**

## **PSYC-793 Psychometrics of Test Construction**

3 cr.

Repeatable for Credit: No

Assumptions, models and applications of psychometric measurement in business and evaluation settings. Test construction, item design and construction, item analysis, measure reliability and validity. Prediction and measurement of attitudes and opinions.

### **PSYC-794 Marriage & Family Therapy Practicum**

## **PSYC-794 Marriage & Family Therapy Practicum**

4 cr.

Repeatable for Credit: No

### **PSYC-799 Independent Study**

## **PSYC-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

### **PSYC-875 Psychoeducational Intervention Practicum**

## **PSYC-875 Psychoeducational Intervention Practicum**

3 cr.

Repeatable for Credit: No

Psychoeducational intervention strategies for promoting healthy individuals, families, organizations and communities. Designing, implementing, and evaluating psychoeducational learning experiences.

*Prerequisite: take PSYC-708, PSYC-771, and PSYC 772*

### **PSYC-890 Applied Psychology Internship**

## **PSYC-890 Applied Psychology Internship**

1-5 cr.

Repeatable for Credit: Yes

Supervised field experience in an applied psychology role involving the practice and integration of professional skills and knowledge developed in other courses. (Repeatable up to 5 credits.)

Department Consent Required

*Prerequisite: Advanced standing in M.S. in Applied Psychology*

### **Reading Education**

#### **RDGED-582 Content Area Reading**

## **RDGED-582 Content Area Reading**

2 cr.

Repeatable for Credit: No

Theoretical foundations, policy and issues impacting content area reading. Evidence based strategies for assessing and building background knowledge, developing vocabulary and comprehension, integrating writing, selecting appropriate content area texts and materials, assessing students' reading ability, and addressing needs of diverse students and struggling readers.

#### **RDGED-614 Literacy Instruction and Assessment in the Primary Grades**

## **RDGED-614 Literacy Instruction and Assessment in the Primary Grades**

5 cr.

Repeatable for Credit: No

Balanced approach to scientifically based literacy instruction in the primary grades to include theoretical frameworks of literacy learning, program organization, effective instructional strategies, assessments, and informal evaluation techniques as related to instructional planning. Phonemic awareness, phonics, word study, fluency, comprehension, and vocabulary instruction.

#### **RDGED-701 Developmental Reading K-12**

## **RDGED-701 Developmental Reading K-12**

3 cr.

Repeatable for Credit: No

Concepts, methods, research, and historical developments that form the foundations of teaching reading. Pedagogical considerations, including general conditions for learning to read and write; developmental phases of reading; principles of good reading instruction; development of a personal philosophy about teaching reading as a reflective practitioner.

### **RDGED-702 Reading in the Content Areas K-12**

## **RDGED-702 Reading in the Content Areas K-12**

3 cr.

Repeatable for Credit: No

Research-based teaching methods, study strategies, and technology focusing on the abilities to use language processes (reading, writing, speaking, listening) to learn subject matter across the curriculum. Consideration will be given to individual differences among readers in relationship to the cultural and political aspects of content literacy.

### **RDGED-703 Children's Literature in the Reading Program**

## **RDGED-703 Children's Literature in the Reading Program**

3 cr.

Repeatable for Credit: No

Evaluation, selection, and teaching of literature in the elementary school language arts program with a focus on historically significant books, authors and illustrators writing for today's young readers.

### **RDGED-704 Young Adult Literature in the Reading Program**

## **RDGED-704 Young Adult Literature in the Reading Program**

3 cr.

Repeatable for Credit: No

Designing strategies to build an appreciation of literature, motivating life-long readers, and using literature to encourage critical thinking across the curriculum. Topics include the nature of teen-age readers, genres of young adult literature, and its use in classroom curriculum.

### **RDGED-705 Instructional Techniques: Students with Reading Difficulties**

## **RDGED-705 Instructional Techniques: Students with Reading Difficulties**

3 cr.

Repeatable for Credit: No

Integration of psycholinguistic theory into an interactive strategic model of remedial interventions based on the foundational research of literacy acquisition in a community environment. Integrating reading, writing and spelling into an effective and viable program for struggling readers and

special populations, including the learning disabled.

#### **RDGED-706 Assessment and Evaluation of Language and Reading Development**

## **RDGED-706 Assessment and Evaluation of Language and Reading Development**

3 cr.

Repeatable for Credit: No

Interrelationship of assessment and evaluation to literacy development including current research in reading and language arts practices.

Selection, administration and interpretation of formative and summative literacy assessments for the purpose of evaluating reading and language processes.

#### **RDGED-707 Reading Teacher Practicum**

## **RDGED-707 Reading Teacher Practicum**

3 cr.

Repeatable for Credit: No

Practicum in teaching individual students, grades 1-12, with reading difficulties. Assessment of the reader's strengths and needs is followed by the implementation of individualized instruction designed to assist the child to become a better reader.

#### **RDGED-720 Leading and Directing the Reading Program**

## **RDGED-720 Leading and Directing the Reading Program**

3 cr.

Repeatable for Credit: No

Using theory, research data, evidence and organizational change principles to develop, lead, evaluate, and improve PK-12 literacy and professional development programs. Leadership in developing and promoting effective literacy programs for all students is emphasized.

#### **RDGED-721 Supporting Literacy Instruction**

## **RDGED-721 Supporting Literacy Instruction**

3 cr.

Repeatable for Credit: No

Supporting teachers in learning about effective literacy instruction through coaching, consultation, and ongoing professional development. Special attention will be given to analyzing data and mastering the complexities of observing, modeling, and providing feedback to teachers.

#### **RDGED-722 Reading Specialist Field Experience**

# **RDGED-722 Reading Specialist Field Experience**

3 cr.

Repeatable for Credit: No

Supervised school-based practicum in reading program implementation and evaluation. Emphasis is directed toward developing coaching practices, planning professional development programs, and facilitating evidence-based reading programs.

*Prerequisites: Take RDGED-720 and RDGED-721*

## **Research and Development**

### **ET-520 Prototype Development and Model Making**

## **ET-520 Prototype Development and Model Making**

3 cr.

Repeatable for Credit: No

Introduction to model making and prototype development/construction. Competencies are developed in converting design, research and development and other creative ideas into three-dimensional objects using traditional and nontraditional machining and forming techniques.

Three-dimensional design problems form the core of this course.

### **ET-622 Research and Development**

## **ET-622 Research and Development**

2 cr.

Repeatable for Credit: No

Research and development procedures applied to specific industrial material and processing problems.

*Concurrent enrollment required in RD-621*

### **RD-621 Research and Development Laboratory**

## **RD-621 Research and Development Laboratory**

1 cr.

Repeatable for Credit: No

This lab is taken in conjunction with ET-622 to allow students in technical majors to fulfill the requirements of the major research and design project.

*Concurrent enrollment required in ET-622*

## **Risk Control**

### **RC-501 Seminar**

## **RC-501 Seminar**



1-2 cr.

Repeatable for Credit: Yes

(Title will reflect specific business or management content.) Current topics in business and industrial management to meet specific needs of students enrolled.

### **RC-571 Alcohol, Drugs and Accident Prevention**

## **RC-571 Alcohol, Drugs and Accident Prevention**

3 cr.

Repeatable for Credit: No

Impact of alcohol and drug use on accident prevention programs; current efforts to rehabilitate alcohol and drug abusers.

Department Consent Required

### **RC-572 Behavior Approach to Accident Prevention**

## **RC-572 Behavior Approach to Accident Prevention**

3 cr.

Repeatable for Credit: No

Behavioral aspects of accident prevention from physiological, psychological, sociological and cultural perspectives; identifying, understanding and modifying attitudes and behavior.

Department Consent Required

### **RC-581 Principles of Occupational Risk Control/Safety**

## **RC-581 Principles of Occupational Risk Control/Safety**

2-3 cr.

Repeatable for Credit: No

Introduction to risk control/safety approaches intended to protect employee, property, legal, environmental, and financial-based assets through the development of internal practices/standards that promote the systematic anticipation, identification, analysis and control of risks that are inherent to the operation.

### **RC-583 Occupational Safety and Health Standards**

## **RC-583 Occupational Safety and Health Standards**

3 cr.

Repeatable for Credit: No

Understanding and proper application of a range of regulations and standards relating to occupational safety and health.

## **RC-586 Fire Protection**

# **RC-586 Fire Protection**

2 cr.

Repeatable for Credit: No

Behavior of fire: chemistry, protection, prevention and control.

## **RC-587 Human Factors Engineering/Ergonomics**

# **RC-587 Human Factors Engineering/Ergonomics**

3 cr.

Repeatable for Credit: No

Physiological and psychological abilities in human/machine interface, working performance, reliability, comfort and safety; effective design of people and work environment as a cybernetic system.

## **RC-588 Construction Safety**

# **RC-588 Construction Safety**

3 cr.

Repeatable for Credit: No

Overview of construction safety and health, including identification of the most common occupational hazards associated with the construction industry. Emphasis is on evaluating hazards, choosing appropriate controls to protect workers, and developing strategies for implementing these controls into effective management systems.

## **RC-589 Fleet Risk Control Management**

# **RC-589 Fleet Risk Control Management**

3 cr.

Repeatable for Credit: No

Overview of logistically-oriented management systems required to control risk in fleet operations including internal standards development/analysis, emergency response, accident analysis, loss benchmarking, driver selection and training, vehicle operation, substance abuse testing, hours of service, vehicle maintenance/ inspection, route planning, cargo/personnel security, hazardous materials transportation, and regulatory controls.

## **RC-592 Construction Risk Management**

# **RC-592 Construction Risk Management**

3 cr.

Repeatable for Credit: No

Analysis and application of fundamental process steps for construction job site risk management.

## **RC-595 Emergency Preparedness and Response**

# **RC-595 Emergency Preparedness and Response**

3 cr.

Repeatable for Credit: No

Specific emergency response plans that meet federal, state and local regulations.

## **RC-640 Environmental Leadership & Sustainable Management**

# **RC-640 Environmental Leadership & Sustainable Management**

3 cr.

Repeatable for Credit: No

Examination and evaluation of topics related to environmental regulations, environmental leadership and sustainability management.

Environmental and sustainability issues and management challenges will be analyzed and synthesized to provide a fundamental understanding of environmental regulations and management strategies to promote environmental protection and sustainability management.

*Prerequisite: Take RC-583*

## **RC-710 Industrial Hygiene Instrumentation**

# **RC-710 Industrial Hygiene Instrumentation**

2 cr.

Repeatable for Credit: No

Workplace environment analysis by direct reading and integrated sampling techniques. Fundamental Chemistry background required.

*Corequisite: RC-742*

## **RC-720 Occupational Toxicology**

# **RC-720 Occupational Toxicology**

3 cr.

Repeatable for Credit: No

Fundamental principles of toxicology as applied to human physiology and health. Fundamental Chemistry background required.

## **RC-725 Process Hazard Management**

# **RC-725 Process Hazard Management**

3 cr.

Repeatable for Credit: No

Understanding and proper application of various process hazard management techniques. Identify hazards, assess their risk frequency and

severity; define countermeasures (mitigation and elimination).

#### **RC-735 Field Problem in Risk Control**

## **RC-735 Field Problem in Risk Control**

2-4 cr.

Repeatable for Credit: No

An operational experience which requires identification of a technical and/or administrative problem in an occupational setting. The problem is researched, analyzed for alternative operational countermeasures, and field tested to determine the effectiveness of the solutions.

#### **RC-742 Industrial Hygiene**

## **RC-742 Industrial Hygiene**

3 cr.

Repeatable for Credit: No

Principles and techniques for recognizing, evaluating and controlling existing or potential occupational health hazards that affect employee safety and health. Fundamental Chemistry background required.

*Corequisite: RC-710*

#### **RC-749 Cooperative Education Experience**

## **RC-749 Cooperative Education Experience**

1-8 cr.

Repeatable for Credit: Yes

Work and study in an approved position to gain business/industrial/other experience. Normally entails recurring, supervised work periods, each one building and expanding on the previous.

Department Consent Required

#### **RC-781 Risk Management Applications**

## **RC-781 Risk Management Applications**

3 cr.

Repeatable for Credit: No

A broad spectrum of risk management topics, including the risk management process, risk assessment, and several alternative risk transfer techniques.

#### **RC-782 Loss Control Systems**

## **RC-782 Loss Control Systems**

3 cr.

Repeatable for Credit: No

In-depth investigation, application and evaluation of current managerial practices, which are specifically and uniquely related to managing loss/risk control processes and systems.

### **RC-784 Internship-Risk Control**

## **RC-784 Internship-Risk Control**

2-4 cr.

Repeatable for Credit: No

Full-time, supervised work and learning experience in an appropriate professional setting.

Department Consent Required

### **RC-785 Seminar in Risk Control**

## **RC-785 Seminar in Risk Control**

2 cr.

Repeatable for Credit: No

Current topics, trends and methods in risk control are examined, discussed and evaluated. Extensive industrial facility visits are conducted and analyzed.

### **RC-799 Independent Study**

## **RC-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

### **School Counseling**

#### **SCOUN-501 Introduction to Counseling for Partners in Education**

## **SCOUN-501 Introduction to Counseling for Partners in Education**

2 cr.

Repeatable for Credit: No

Partnership between educators and counseling professionals. History, needs and trends, classroom management/theory overview, professional associations and standards, legal and ethical issues, and characteristics and behaviors that influence helping processes.

#### **SCOUN-600 Workshop: Counseling/Psychological Services**

# **SCOUN-600 Workshop: Counseling/Psychological Services**

1-3 cr.

Repeatable for Credit: Yes

## **SCOUN-605 Emerging Issues in School Counseling**

# **SCOUN-605 Emerging Issues in School Counseling**

2 cr.

Repeatable for Credit: No

Identify, explore and research issues and trends impacting practice and resources in school counseling. Student must be currently employed in a school setting or licensed to work in schools.

## **SCOUN-647 Emotional and Behavioral Problems of Children and Adolescents**

# **SCOUN-647 Emotional and Behavioral Problems of Children and Adolescents**

3 cr.

Repeatable for Credit: No

Assessment, identification and evaluation of emotional and behavioral disorders of learners middle childhood through adolescence, including methods of observing, diagnosing, documenting and interpreting. Characteristics of emotional and behavioral disabled learners, including potential concomitant physical, cognitive, or sensory disabilities and psychological, social and environmental factors contributing to childhood emotional and behavioral disorders.

## **SCOUN-705 Play Therapy**

# **SCOUN-705 Play Therapy**

2 cr.

Repeatable for Credit: No

Study of play therapy theory, research, and utility in school and clinical settings. Application of play-based assessment, treatment planning, and therapeutic skills through supervised laboratory experience.

## **SCOUN-727 Supervision in Pupil Services**

# **SCOUN-727 Supervision in Pupil Services**

1 cr.

Repeatable for Credit: No

Theories, strategies and models of school-based supervision of school counseling and school psychology students. Ethical guidelines, best practice strategies, supervisory roles, and supervision standards for individuals responsible for supervising practicum students and interns are addressed. Not intended for use in a degree program.

Instructor's Consent Required

### **SCOUN-730 Advising the Student Athlete**

## **SCOUN-730 Advising the Student Athlete**

2 cr.

Repeatable for Credit: No

Advanced advising and counseling issues pertaining specifically to the student athlete population and consultation strategies for youth in sports programs. Designed to advance the skills of the school counselor or school psychologist in-training.

### **SCOUN-733 Lifespan Career Development**

## **SCOUN-733 Lifespan Career Development**

3 cr.

Repeatable for Credit: No

Study and application of career development and theories from a lifespan perspective. Examination of established and emerging labor-markets, economic and social forces likely to impact career development and choice. Access, implementation, and evaluation of information systems. Application of assessment tools and techniques.

### **SCOUN-735 Problems In Counseling and Psychological Services**

## **SCOUN-735 Problems In Counseling and Psychological Services**

2 cr.

Repeatable for Credit: No

Plan B investigations are the primary purpose of this course. Students who are ready to write their Plan B paper should register for this course and then confer with the major adviser to select a staff member who will serve as an investigation adviser. Meetings with the adviser are by arrangement only.

### **SCOUN-765 Professional Orientation to School Counseling**

## **SCOUN-765 Professional Orientation to School Counseling**

3 cr.

Repeatable for Credit: No

Orientation to school counseling history, professional roles and functions, and programming models. Credentialing processes, professional organizations, public policies related to school counseling.

## **SCOUN-770 Thesis**

# **SCOUN-770 Thesis**

2-6 cr.

Repeatable for Credit: Yes

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for 2, 4, or 6 semester hours of credit in various terms with a final total of six.

*Prerequisite: take EDUC-740*

## **SCOUN-777 Law and Ethics for Counseling Professionals**

# **SCOUN-777 Law and Ethics for Counseling Professionals**

3 cr.

Repeatable for Credit: No

Legal and ethical issues encountering mental health, school counselors and school psychologists. Investigation of laws, legal systems, professional ethics, administrative codes, history and trends in the field, and other legal issues as applied to professional practice of counseling professionals.

## **SCOUN-782 PK-12 Developmental Guidance Curriculum**

# **SCOUN-782 PK-12 Developmental Guidance Curriculum**

3 cr.

Repeatable for Credit: No

Strategies and techniques for designing and delivering PK-12 developmental guidance curriculum. National and state student standards and benchmarks as framework for curriculum design. Instructional and facilitation strategies, classroom management, evaluation processes for elementary, middle, and high school group/classroom guidance.

*Prerequisites: take COUN-750 and SCOUN-765; must be M.S. School Counseling or M.S. Guidance & Counseling major*

## **SCOUN-788 School Counseling Practicum**

# **SCOUN-788 School Counseling Practicum**

2 cr.

Repeatable for Credit: No

Application of individual, small group, and large group guidance and counseling techniques in school settings. Supervised practice for a minimum of 100 hours on site, with additional campus-based, large group supervision.

*Prerequisites: take COUN-750 and COUN-788*

## **SCOUN-788L School Counseling Practicum Laboratory**



# **SCOUN-788L School Counseling Practicum Laboratory**

1 cr.

Repeatable for Credit: No

Application of basic school counseling skills in laboratory setting: assessing student needs, facilitating change, and evaluating outcomes.

Prerequisites: take COUN 750 and COUN 788

## **SCOUN-789 Elementary School Counseling Internship Practicum**

# **SCOUN-789 Elementary School Counseling Internship Practicum**

3-6 cr.

Repeatable for Credit: No

Practical experience in school counseling in a K-8 school setting for a minimum of 300 hours. Application of counselor competencies and utilization of professional school counseling skills under supervision.

Instructor's Consent Required

*Prerequisite: take SCOUN-793*

## **SCOUN-790 Secondary School Counseling Internship**

# **SCOUN-790 Secondary School Counseling Internship**

3-6 cr.

Repeatable for Credit: No

Practical experience in school counseling in a 9-12 school setting for a minimum of 300 hours. Application of counselor competencies and utilization of professional school counseling skills under supervision.

Instructor's Consent Required

## **SCOUN-791 Internship In Guidance and Counseling**

# **SCOUN-791 Internship In Guidance and Counseling**

6 cr.

Repeatable for Credit: Yes

The student will devote a minimum of 360 hours, full-time (each quarter) in a local school serving as a school counselor. In this experience, they will be supervised by university personnel and work with a fully certified local school counselor. Experiences include all aspects of the guidance function.

*Prerequisite: take SCOUN-790*

## **SCOUN-792 Post-Secondary Career Counseling Practicum**

# **SCOUN-792 Post-Secondary Career Counseling Practicum**

3 cr.

Repeatable for Credit: No

Closely supervised career counseling experience at a postsecondary career counseling center.

*Prerequisites: take SCOUN-733*

## **SCOUN-793 School Counseling Internship Seminar**

# **SCOUN-793 School Counseling Internship Seminar**

3 cr.

Repeatable for Credit: No

Case consultation and group supervision activities to accompany field-based application of school counseling knowledge and skills. Research, identify, and evaluate solutions to field problems in school counseling. Must be taken concurrently with SCOUN 789 and/or SCOUN 790.

Instructor's Consent Required

*Must be taken concurrently with SCOUN-789 and/or SCOUN-790.*

## **SCOUN-799 Independent Study**

# **SCOUN-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## **SCOUN-895 Field Study**

# **SCOUN-895 Field Study**

2-6 cr.

Repeatable for Credit: Yes

Experience in action-type field research in pupil personnel services. The student will identify and research a topic directly related to his career position. Preparation and presentation of a formal report of the study to appropriate personnel. Student may enroll for 2, 4, or 6 semester hours of credit in various terms with a final total of six.

## **School Psychology**

## **SPSY-690 Behavioral Interventions in the Schools**

# **SPSY-690 Behavioral Interventions in the Schools**

2 cr.

Repeatable for Credit: No

Study and practice in Functional Behavioral Assessment and Behavioral Intervention Planning for individualized behavior problems in the PK-12 education setting using both a direct-service and consultation-collaboration model. Focus on assessment skills to produce data-driven environmental modifications, pro-social replacement behaviors, consequence strategies, and home-school interventions.

### **SPSY-701 Roles and Functions of School Psychologists**

## **SPSY-701 Roles and Functions of School Psychologists**

2 cr.

Repeatable for Credit: No

Overview of the history, roles and functions of school psychologists (nationally and regionally). Observation and discussion of the profession in a seminar format.

### **SPSY-710 Developmental Intervention and Methods**

## **SPSY-710 Developmental Intervention and Methods**

3 cr.

Repeatable for Credit: No

Principles and techniques in identifying developmental delays and implementing developmental interventions. Examination of early childhood educational settings, service delivery, intervention planning, and family support for children with developmental disabilities and autism spectrum disorder.

*Prerequisites: take SPSY-743 & SPSY-753*

### **SPSY-727 Supervision in Pupil Services**

## **SPSY-727 Supervision in Pupil Services**

1 cr.

Repeatable for Credit: No

Theories, strategies and models of school-based supervision of school counseling and school psychology students. Ethical guidelines, best practice strategies, supervisory roles, and supervision standards for individuals responsible for supervising practicum students and interns are addressed. Not intended for use in a degree program.

Instructor's Consent Required

### **SPSY-735 Problems in School Psychology**

## **SPSY-735 Problems in School Psychology**

2 cr.

Repeatable for Credit: No

Independent investigation into a carefully delineated area of school psychological services in an attempt to bring evidence to bear on a problem. The use of research techniques is required. Reporting of the study is expected to meet the standards appropriate to scholarly writing by professionals in the field.

*Prerequisite: take EDUC-740*

### **SPSY-743 Cognitive Assessment**

## **SPSY-743 Cognitive Assessment**

3 cr.

Repeatable for Credit: No

Supervised practice in the administration, scoring and interpretation of individual tests of cognitive abilities. Emphasis is directed toward the evaluation of intellectual ability, the examination of strengths and weaknesses in cognitive processing, the integration of findings in psycho-educational reports, and intervention planning for individual clients.

*Prerequisites: take SPSY-753 and SPSY-753B*

### **SPSY-745 Social, Emotional, and Behavioral Assessment of Youth**

## **SPSY-745 Social, Emotional, and Behavioral Assessment of Youth**

2 cr.

Repeatable for Credit: No

Theoretical and applied aspects of clinical assessment methods and techniques for evaluating the social, behavioral, and emotional functioning of children and adolescents through the use of various objective and projective assessment tools and techniques.

*Prerequisite: take SPSY-743*

### **SPSY-753 Psychometric Theory & Application**

## **SPSY-753 Psychometric Theory & Application**

2 cr.

Repeatable for Credit: No

Introduction to psycho-educational theory and concepts in relation to inter- and intra-individual assessment. Covers basic statistics, in regard to test construction, test uses and misuses, test selection, purposes of testing, ethics, basic test interpretation processes and types of tests and testing programs frequently employed by psycho-educational specialists.

### **SPSY-753A School Counseling Assessment Laboratory**

## **SPSY-753A School Counseling Assessment Laboratory**

1 cr.

Repeatable for Credit: No

Introduction to assessment materials and techniques employed by school counselors. Individual inventories, aptitude and achievement tests,

problem surveys and other student assessment materials.  
*Prerequisite or corequisite: SPSY-753*

### **SPSY-753B Lab--School Psychology**

## **SPSY-753B Lab--School Psychology**

1 cr.  
Repeatable for Credit: No  
Introduction to basic psychometric materials and techniques employed by school psychologists. Emphasis is placed upon individual mental tests and procedures.  
*Prerequisite or Corequisite: take SPSY-753*

### **SPSY-768 Academic Intervention and Methods**

## **SPSY-768 Academic Intervention and Methods**

3 cr.  
Repeatable for Credit: No  
Principles and techniques used in assessing, instructing, and identifying students with academic delays and/or learning disabilities. Historical perspectives, current research, and strategies for students at risk for and with learning disabilities is examined and evaluated. Applied practice in academic interventions and academic assessment techniques is utilized.  
*Prerequisite: take SPSY-741*

### **SPSY-770 Thesis**

## **SPSY-770 Thesis**

2-6 cr.  
Repeatable for Credit: Yes  
Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for 2, 4, or 6 semester hours of credit in various terms with a final total of six.  
*Prerequisite: take EDUC-740*

### **SPSY-771 Professional Portfolio in School Psychology**

## **SPSY-771 Professional Portfolio in School Psychology**

1 cr.  
Repeatable for Credit: No  
Culminating experience for successful completion of the M.S. degree in School Psychology. Demonstration of mastery in foundational content across the core professional foundations in the field of school psychology, consistent with NASP Domains of Professional Practice.  
*Prerequisites: take SPSY 701 and SPSY 768*

## **SPSY-775 School Consultation**

# **SPSY-775 School Consultation**

2 cr.  
Repeatable for Credit: No  
Comprehensive overview of theories and processes of psychological and educational consultation. Training in specific consultative skills through use of role-play, feedback, and homework assignments.

## **SPSY-777 Legal/Ethical Issues for School Counselors and Psychologists**

# **SPSY-777 Legal/Ethical Issues for School Counselors and Psychologists**

2 cr.  
Repeatable for Credit: No  
Investigation of laws, legal systems, professional ethics, administrative codes, and other legal and ethical issues as applied to professional practice of school counselors and school psychologists.

## **SPSY-778 Psychoeducational Disabilities**

# **SPSY-778 Psychoeducational Disabilities**

3 cr.  
Repeatable for Credit: No  
Etiology and characteristics of psycho-educational disabilities. Considerations for assessment and intervention. Understanding the role of the school psychologist in the educational system and in support of diverse learners, educators, and families.

## **SPSY-781 Field Practicum in School Psychology I**

# **SPSY-781 Field Practicum in School Psychology I**

3 cr.  
Repeatable for Credit: No  
School-based field experience. Initial roles and functions of the school psychologist are explored, under supervision. School consultation; assessment of diverse learners; intervention and progress monitoring; special education process.  
*Prerequisites: take SPSY-743 and SPSY-768; Ed.S. in School Psychology program admittance.*

## **SPSY-782 Field Practicum in School Psychology II**

# **SPSY-782 Field Practicum in School Psychology II**

3 cr.  
Repeatable for Credit: No

School-based advanced field experience. Continuing application of the roles and functions of the school psychologist, under supervision. Increasing focus on leadership skills.  
*Prerequisite: take SPSY-781*

#### **SPSY-784 Clinical Practicum in Psychoeducational Services I**

## **SPSY-784 Clinical Practicum in Psychoeducational Services I**

2 cr.  
Repeatable for Credit: No  
This practicum course is designed to provide more intensive and extensive clinical experiences. Work with pre-school children, post-school young adults, school age children and their parents. Special assessment and intervention techniques are emphasized.  
*Prerequisites: take SPSY-743 and SPSY-768; Ed.S. in School Psychology program admittance.*

#### **SPSY-785 Clinical Practicum in Psychoeducational Services II**

## **SPSY-785 Clinical Practicum in Psychoeducational Services II**

2 cr.  
Repeatable for Credit: No  
Provides integrative learning experiences into the role and style of function appropriate to the individual and the profession. Long term therapeutic contacts are required. Experience in one or more areas of specialization is available.  
*Prerequisite: take SPSY-784*

#### **SPSY-790 Systems-Level Prevention and Intervention**

## **SPSY-790 Systems-Level Prevention and Intervention**

2 cr.  
Repeatable for Credit: No  
School-based prevention and intervention programs to address crises and systems-level needs. Principles of systems-level consultation, organizational change, universal screening procedures, intervention planning, program evaluation, and the analysis of evidence-based programs to promote the health and competence of youth are addressed. Practical experience in planning and evaluating school-based programs.  
*Prerequisite or Corequisite: SPSY-775*

#### **SPSY-792 Internship in School Psychology**

## **SPSY-792 Internship in School Psychology**

3 cr.  
Repeatable for Credit: Yes

Supervised field experience. Minimum of half-time must be completed in a school setting. Student will work with a certified school psychologist to apply skills across NASP Practice Model domains.

Department Consent Required

*Prerequisite: take SPSY-782*

### **SPSY-799 Independent Study**

## **SPSY-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

### **SPSY-870 Specialist Thesis in School Psychology**

## **SPSY-870 Specialist Thesis in School Psychology**

3-6 cr.

Repeatable for Credit: Yes

Independent research project. Selection of a research problem, review and critical analysis of literature and research, development of research plan and methodology, data collection, interpretation of findings and preparation of paper. Thesis orally presented and defended to thesis advisor and committee.

*Prerequisite: take EDUC-740*

### **SPSY-895 Applied Research Project in School Psychology**

## **SPSY-895 Applied Research Project in School Psychology**

3-6 cr.

Repeatable for Credit: Yes

Independent, applied research project in a school- or community-based setting. Evidence-based rationale, development of methodology to implement project, collect data, and analyze results is required. An oral defense is required prior to final project approval.

*Prerequisites: take either SPSY-735 or SPSY-770*

## **Science Education**

### **SCIED-501 Science Education Methods**

## **SCIED-501 Science Education Methods**

3 cr.

Repeatable for Credit: No

Methods of teaching science; theories and applications, issues and trends.

*Benchmark I Completed*



# **SCIED-560 Science Education Curriculum and Assessment**

3 cr.

Repeatable for Credit: No

Curriculum and assessment for teaching science; theories and applications, issues and trends.

*Benchmark I Completed*

## **SCIED-609 Student Teaching - Science Education**

# **SCIED-609 Student Teaching - Science Education**

2-16 cr.

Repeatable for Credit: No

Student teaching experiences in science education.

*Prerequisites: Benchmark I completed and Senior level*

## **SCIED-610 Biology Student Teaching**

# **SCIED-610 Biology Student Teaching**

2-16 cr.

Repeatable for Credit: No

Student teaching experience in biology

*Prerequisite: Benchmark II completion*

## **SCIED-611 Chemistry Student Teaching**

# **SCIED-611 Chemistry Student Teaching**

2-16 cr.

Repeatable for Credit: No

Student teaching experience in chemistry.

*Prerequisite: Benchmark II completion*

## **SCIED-612 Physics Student Teaching**

# **SCIED-612 Physics Student Teaching**

2-16 cr.

Repeatable for Credit: No

Student teaching experience in physics.

*Prerequisite: Benchmark II completion*

#### **SCI-ED-613 Earth and Space Science Student Teaching**

## **SCI-ED-613 Earth and Space Science Student Teaching**

2-16 cr.

Repeatable for Credit: No

Student teaching experience in Earth and space science.

#### **SCI-ED-614 Environmental Science Student Teaching**

## **SCI-ED-614 Environmental Science Student Teaching**

2-16 cr.

Repeatable for Credit: No

Student teaching experience in environmental science.

#### **SCI-ED-619 Broadfield Science Teaching Internship**

## **SCI-ED-619 Broadfield Science Teaching Internship**

2-16 cr.

Repeatable for Credit: No

Internship experience in teaching broadfield science.

*Prerequisite: Benchmark II completion*

#### **SCI-ED-620 Biology Teaching Internship**

## **SCI-ED-620 Biology Teaching Internship**

2-16 cr.

Repeatable for Credit: No

Internship experience in teaching biology.

*Prerequisite: Benchmark II completion*

#### **SCI-ED-621 Chemistry Teaching Internship**

## **SCI-ED-621 Chemistry Teaching Internship**

2-16 cr.  
Repeatable for Credit: No  
Internship experience in teaching chemistry.  
*Prerequisite: Benchmark II completion*

#### **SCIED-622 Physics Teaching Internship**

## **SCIED-622 Physics Teaching Internship**

2-16 cr.  
Repeatable for Credit: No  
Internship experience in teaching physics.  
*Prerequisite: Benchmark II completion*

#### **SCIED-623 Earth and Space Science Teaching Internship**

## **SCIED-623 Earth and Space Science Teaching Internship**

2-16 cr.  
Repeatable for Credit: No  
Internship experience in teaching earth and space science.

#### **SCIED-624 Environmental Science Teaching Internship**

## **SCIED-624 Environmental Science Teaching Internship**

2-16 cr.  
Repeatable for Credit: No  
Internship experience in teaching environmental science.

#### **SCIED-688 Internship Teaching - Science Education**

## **SCIED-688 Internship Teaching - Science Education**

8-16 cr.  
Repeatable for Credit: No  
Alternative to student teaching experience: licensed and salaried internship in a cooperating school.  
*Prerequisites: Benchmark II completion and Senior level*

## **SCIED-710 Current Topics in Science for Teachers**

# **SCIED-710 Current Topics in Science for Teachers**

3 cr.  
Repeatable for Credit: Yes  
Current topics, issues, and events in the field of sciences and how they might be incorporated in the curriculum and instruction of science courses.

## **Science, Technology and Mathematics Education**

### **STMED-601 Capstone: Math and Science Education**

# **STMED-601 Capstone: Math and Science Education**

1 cr.  
Repeatable for Credit: No  
Synthesis of material learned in the math and science education program and study of educational research, evidence-based practice, and professional development.  
Prerequisite: Benchmark I completion

## **Service Management**

### **SRVM-546 Seminar in Training and Development**

# **SRVM-546 Seminar in Training and Development**

1 cr.  
Repeatable for Credit: No  
Definition and analysis of high performance service management best practices.

### **SRVM-621 Customer Interaction Center Management**

# **SRVM-621 Customer Interaction Center Management**

3 cr.  
Repeatable for Credit: No  
Introduction to evaluation, design, maintenance, and management of online telephone technology to provide customer service solutions for industry in customer interaction centers.

### **SRVM-681 Special Problems in Service Management**

# **SRVM-681 Special Problems in Service Management**

1-3 cr.

Repeatable for Credit: Yes

## **Social Work**

### **SOCWK-799 Independent Study**

## **SOCWK-799 Independent Study**

1-3 cr.

Repeatable for Credit: No

## **Sociology**

### **SOC-515 Criminology**

## **SOC-515 Criminology**

3 cr.

Repeatable for Credit: No

Sociological analysis of structure and function of criminal law, variables of criminal behavior and operation of criminal justice system.

### **SOC-525 Sociology of Leisure**

## **SOC-525 Sociology of Leisure**

3 cr.

Repeatable for Credit: No

Institutional approach to effects of leisure on social structure; values reflected in leisure; problems with increase in leisure resources.

### **SOC-540 Sociology of Work**

## **SOC-540 Sociology of Work**

3 cr.

Repeatable for Credit: No

Human behavior in various types of employment and occupations; trends in U.S. occupational structure.

## **SOC-550 Sociology of Hmong Culture**

# **SOC-550 Sociology of Hmong Culture**

1 cr.

Repeatable for Credit: No

Sociological overview of Hmong cultural values, history, immigration and resettlement experiences, family and clan functions, and spiritual beliefs and practices.

## **SOC-560 Sociology of Juvenile Delinquency**

# **SOC-560 Sociology of Juvenile Delinquency**

3 cr.

Repeatable for Credit: No

Theories of delinquency, criminal behavior, and social control in relation to modern institutions in American culture.

## **SOC-610 Sociology of Thailand'S Minority Groups: Study Abroad Program**

# **SOC-610 Sociology of Thailand'S Minority Groups: Study Abroad Program**

4 cr.

Repeatable for Credit: No

Study abroad program to Thailand. In-depth experiential learning of Thai minority cultures, including religions, socio-political status, Buddhism, health, education, trafficking of women and children, limited citizenship status, and poverty. Field trips to villages, nongovernmental agencies, schools, and clinics.

## **Special Education**

## **SPED-500 Introduction To Individuals with Cognitive Disabilities**

# **SPED-500 Introduction To Individuals with Cognitive Disabilities**

3 cr.

Repeatable for Credit: No

Introduction to etiology of mental retardation; psychological, educational, social and vocational aspects; adjustment techniques used in working with mentally retarded persons.

## **SPED-501 Learning Disabilities**

# **SPED-501 Learning Disabilities**

3 cr.

Repeatable for Credit: No

Identification, remediation and evaluation of learning disabled; intervention techniques used with adolescents and adults.

## **SPED-505 Introduction to Early Childhood Special Education**

# **SPED-505 Introduction to Early Childhood Special Education**

3 cr.

Repeatable for Credit: No

History and purpose of Early Childhood Special Education. Programming; legislation; population receiving services; adaptations; strategies; family intervention; intervention models; inclusion of all students in the natural environment or least restrictive environment.

*Prerequisite: take SPED 630*

## **SPED-510 ECSE Methods, Materials and Curriculum**

# **SPED-510 ECSE Methods, Materials and Curriculum**

3 cr.

Repeatable for Credit: No

Curricular and methodological adaptation; embedding goals and objectives for young children with exceptional needs in the areas of social-emotional development, motor skills, self-help skills, communication, cognitive development. Only for students seeking Early Childhood Special Education certification.

## **SPED-515 Early Childhood Special Education Organization and Implementation**

# **SPED-515 Early Childhood Special Education Organization and Implementation**

3 cr.

Repeatable for Credit: No

Organization and implementation of Early Childhood Special Education programs. Service delivery; itinerant services; consultation and collaboration; and intervention models.

*Prerequisite: take SPED-505; only for students seeking ECSE certification.*

## **SPED-520 Early Childhood Special Education Assessment**

# **SPED-520 Early Childhood Special Education**

# Assessment

3 cr.

Repeatable for Credit: No

Supervised practice in assessment of young children with suspected or identified developmental delays. Standardized and informal assessment instruments for screening; determining eligibility for special needs programming; and progress monitoring of early learning in early childhood children.

*Prerequisites: SPED-505, SPED-510, SPED-515, and must be seeking ECSE certification.*

## **SPED-522 Curriculum & Instruction: Severe Disabilities**

# **SPED-522 Curriculum & Instruction: Severe Disabilities**

2 cr.

Repeatable for Credit: No

Curriculum and instruction strategies for teaching functional academics, personal/social, vocational, and community living skills to individual with severe and profound disabilities.

*Prerequisites: take SPED-500 and SPED-630*

## **SPED-523 Mild Disabilities: Social Studies and Science**

# **SPED-523 Mild Disabilities: Social Studies and Science**

3 cr.

Repeatable for Credit: No

Curriculum and methods of teaching students with mild cognitive, learning, and emotional/behavioral disabilities in the content areas of social studies, science, and in general education. Strategies that facilitate integration, improve maintenance and generalization of skills, promote transitions, increase self-awareness and self-management, and compensate for learning deficits.

## **SPED-524 Curriculum & Instruction: Career & Transition Education**

# **SPED-524 Curriculum & Instruction: Career & Transition Education**

3 cr.

Repeatable for Credit: No

Curriculum and instruction for persons with cognitive disabilities, borderline and severe, in prevocational career, vocational education, and transition stressing interdisciplinary cooperation.

*Prerequisites: take SPED-500 and SPED-630*

## **SPED-526 Pre-Student Teaching: Cognitive Disabilities**



# **SPED-526 Pre-Student Teaching: Cognitive Disabilities**

2 cr.  
Repeatable for Credit: Yes  
Supervised experience in observing, planning instruction, and teaching children and youth with cognitive disabilities in a cross-categorical school environment. Repeatable three times for credit.  
Department Consent Required

## **SPED-528 Assessment for Individual Education/ Transition Plans**

# **SPED-528 Assessment for Individual Education/ Transition Plans**

3 cr.  
Repeatable for Credit: No  
Diagnosing behavior and learning problems of students with exceptional education needs. Preparing individual educational and transitional plans based on comprehensive assessments.  
*Prerequisite: take REHAB 711*

## **SPED-530 Introduction to Communication Disorders**

# **SPED-530 Introduction to Communication Disorders**

3 cr.  
Repeatable for Credit: No  
Nature, causes of and methods used when working with individuals who have speech and language disorders.

## **SPED-536 Early Childhood Special Education Pre-Student Teaching**

# **SPED-536 Early Childhood Special Education Pre-Student Teaching**

2 cr.  
Repeatable for Credit: No  
Supervised experience in teaching children with exceptionalities. Instructional practices based on knowledge of the child, family, community, and the curriculum.  
*Prerequisite: take SPED-505. Must be seeking ECSE certification.*

## **SPED-538 Pre-Student Teaching: Children and Youth With Disabilities**

# **SPED-538 Pre-Student Teaching: Children and Youth With Disabilities**

2 cr.

Repeatable for Credit: No

Supervised experience in observing, planning instruction, and teaching children and youth with disabilities in a cross-categorical school environment.

## **SPED-600 Workshop: Topics in Special Education**

# **SPED-600 Workshop: Topics in Special Education**

1-3 cr.

Repeatable for Credit: No

Current specialized topics studied through experiential activities.

## **SPED-620 Schools, Families and Community Collaboration**

# **SPED-620 Schools, Families and Community Collaboration**

3 cr.

Repeatable for Credit: No

Theory, general principles and procedures for fostering collaborative partnerships among families, professionals, students and other service providers. Focuses on families with children who have disabilities.

## **SPED-630 Inclusion of Students with Exceptional Needs**

# **SPED-630 Inclusion of Students with Exceptional Needs**

3 cr.

Repeatable for Credit: No

Inclusion of students with exceptional educational needs in the regular classroom setting. Laws, definition, characteristics, adaptations, strategies and transitional services that pertain to persons identified with: cognitive disability, learning disability, attention deficit hyperactivity disorder, emotional disability, autism, traumatic brain injury, speech and language disorders, visual and hearing loss, physical and other health impairments, and gifted and talented.

## **SPED-640 Diagnosis and Remediation of Literacy and Math Disabilities**

# **SPED-640 Diagnosis and Remediation of Literacy and Math Disabilities**

4 cr.

Repeatable for Credit: No

Curriculum, methods, assessment and remediation of teaching reading, math, and language to individuals with mild disabilities. Strategies that assess and evaluate, monitor progress, increase, maintain and generalize skills, facilitate integration, and compensate for learning deficits in the general and special education curricula.

*Prerequisites: take EDUC-580, EDUC-581, and RDGED 582*

#### **SPED-647 Emotional and Behavioral Problems of Children and Adolescents**

## **SPED-647 Emotional and Behavioral Problems of Children and Adolescents**

3 cr.

Repeatable for Credit: No

Assessment, identification and evaluation of emotional and behavioral disorders of learners middle childhood through adolescence, including methods of observing, diagnosing, documenting and interpreting. Characteristics of emotional and behavioral disabled learners, including potential concomitant physical, cognitive, or sensory disabilities and psychological, social and environmental factors contributing to childhood emotional and behavioral disorders.

#### **SPED-662 Classroom Management Techniques**

## **SPED-662 Classroom Management Techniques**

3 cr.

Repeatable for Credit: No

Techniques for motivating handicapped youth, individual and group discipline, behavior modification, educational organization, evaluation, and communication to enhance learning.

#### **SPED-671 Introduction to Special Education and Professional Portfolio Development**

## **SPED-671 Introduction to Special Education and Professional Portfolio Development**

3 cr.

Repeatable for Credit: No

Survey of the history of the field, the philosophy of special education, the mission of the field, special education legislation and mandates, issues within the profession, influential organizations, and the basic principles of professional portfolio development.

#### **SPED-672 Foundations of Autism Spectrum Disorder**

## **SPED-672 Foundations of Autism Spectrum Disorder**

3 cr.

Repeatable for Credit: No

A foundation for understanding individuals with Autism spectrum Disorders (ASD) and its effect on the individuals' life and learning, through a comprehensive overview of the history, current literature, and best practices.

#### **SPED-673 Behavior Interventions and Positive Behavior Supports**

## **SPED-673 Behavior Interventions and Positive Behavior Supports**

3 cr.

Repeatable for Credit: No

Study functional behavioral assessment (FBA) and behavioral intervention planning (BIP) for individualized behavior problems for students with Autism Spectrum Disorder and related disabilities in the PK-12 educational setting. Focus on assessment skills to produce data-driven environmental modifications, pro-social replacement behaviors, consequence strategies, and home-school collaboration.

#### **SPED-674 Augmentative Communication and Social Skills**

## **SPED-674 Augmentative Communication and Social Skills**

3 cr.

Repeatable for Credit: No

Review current literature in supporting communication and social skills for individuals with Autism Spectrum Disorder; including best practices in assessment and implementation of augmentative and alternative communication interventions.

#### **SPED-675 Assessment and Methodology of Autism Spectrum Disorder**

## **SPED-675 Assessment and Methodology of Autism Spectrum Disorder**

3 cr.

Repeatable for Credit: No

Critical review of assessment methods used in the identification of Autism Spectrum Disorder. Formal and informal assessment results are utilized to create an intervention plan that is responsive to the student's individual needs.

#### **SPED-676 Practicum in Autism Spectrum Disorder**

## **SPED-676 Practicum in Autism Spectrum Disorder**

3 cr.

Repeatable for Credit: No

Review of instructional techniques, adaptations, and modifications to develop individualized instruction for students with autism spectrum

disorder. Aligning instruction to student learning and behavioral styles and assessment in the general education and special education settings.  
Department Consent Required

#### **SPED-681 Student Teaching: Special Education**

## **SPED-681 Student Teaching: Special Education**

4-16 cr.

Repeatable for Credit: Yes

Directed special education teaching and community experience in selected off-campus schools.

Department Consent Required

#### **SPED-682 Student Teaching Early Childhood-Special Education**

## **SPED-682 Student Teaching Early Childhood-Special Education**

8 cr.

Repeatable for Credit: No

Directed teaching and community experiences in selected infant-toddler, preschool, or school based programs for children with disabilities.

*Prerequisites: take SPED-520 and SPED-630*

#### **SPED-689 Intern Teaching Early Childhood: Special Education**

## **SPED-689 Intern Teaching Early Childhood: Special Education**

8-16 cr.

Repeatable for Credit: Yes

Directed teaching and community experiences in selected infant, toddler, preschool, or primary school-based programs for children with disabilities.

*Prerequisite: take SPED-520*

#### **SPED-690 Behavioral Interventions in the Schools**

## **SPED-690 Behavioral Interventions in the Schools**

2 cr.

Repeatable for Credit: No

Study and practice in Functional Behavioral Assessment and Behavioral Intervention Planning for individualized behavior problems in the PK-12 education setting using both a direct-service and consultation-collaboration model. Focus on assessment skills to produce data-driven environmental modifications, pro-social replacement behaviors, consequence strategies, and home-school interventions.

#### **SPED-799 Independent Study**

# **SPED-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## **Statistics**

### **STAT-520 Statistical Methods**

## **STAT-520 Statistical Methods**

3 cr.

Repeatable for Credit: No

Methods of describing data: graphical methods, numerical summary measures, exploratory data analysis. Probability, probability distributions, expected value. Sampling distributions. Statistical inference: estimation and hypothesis testing for one-sample and two-sample problems. Regression analysis. Demonstrating with standard statistical software packages. Students may incur incidental expenses for software.

### **STAT-640 Advanced Linear Modeling-Regression and Time Series Analysis**

## **STAT-640 Advanced Linear Modeling-Regression and Time Series Analysis**

3 cr.

Repeatable for Credit: No

Multiple regression, inference about regression parameters, remedial regression measures, quantitative and qualitative regression, model selection/validation, nonlinear regression, neural networks, logistic and Poisson regression, generalized linear models, time series, smoothing, stochastic time series, moving average and autoregressive models, auto regressive integrated moving average (ARIMA), estimating and forecasting with time series.

Instructor's Consent Required

### **STAT-730 Biostatistics I**

## **STAT-730 Biostatistics I**

3 cr.

Repeatable for Credit: No

Statistical analysis in biological and health sciences using case study examples. Review of descriptive statistics. Discrete and continuous probability models in biostatistics, parametric and non-parametric inference in biostatistics (estimation and tests of hypotheses), correlation, and linear, polynomial, nonlinear and logistic regression.

### **STAT-731 Biostatistics II**

## **STAT-731 Biostatistics II**

3 cr.

Repeatable for Credit: No

Advanced statistical analysis of biological data focusing on health science and conservation using case study examples. Design of experiments, single-factor and multi-factor ANOVA, multivariate analysis, multiple linear regression, least-squares estimation, stepwise procedures, partial F-tests, model aptness, data reduction techniques, principles component analysis, discrimination and classification techniques, discriminant and cluster analysis.

*Prerequisite: take STAT-730*

### **STAT-740 Multivariate Statistical Analysis**

# **STAT-740 Multivariate Statistical Analysis**

3 cr.

Repeatable for Credit: No

Aspects of multivariate analysis, matrix algebra, random vectors, graphical techniques and descriptive statistics for multivariate data, multivariate normal, Wishart distribution, inference about mean vectors, confidence regions and simultaneous comparisons of component means, comparison of several multivariate means, multivariate linear regression, principle component and factor analysis, classification-discriminants analysis, clustering and trees.

*Prerequisite: take STAT-640*

### **Sustainability**

### **SUST-515 Sustainable Engineering**

# **SUST-515 Sustainable Engineering**

3 cr.

Repeatable for Credit: No

Impact of engineering and design/manufacturing decisions on the environment. topics include sustainability, energy and material flows, risk assessment, multi-use product life cycles, manufacturing process waste streams, sustainable product design issues, end-of-life product handling, and pollution prevention techniques.

### **SUST-632 Global Sustainability Experience in Design & Manufacturing**

# **SUST-632 Global Sustainability Experience in Design & Manufacturing**

3 cr.

Repeatable for Credit: No

Cross-disciplinary exploration of ecologically-friendly design, engineering, manufacturing and business models. International travel component with corporate, cultural, academic and civic leaders. Cultural, economic and political influences; product design; manufacturing; sustainability; application of current eco-friendly product design models; research topics; regional global visitation; studio and laboratory experiences; project and presentation.

### **SUST-730 Sustainable Futures**

# **SUST-730 Sustainable Futures**

3 cr.

Repeatable for Credit: No

Concepts of sustainable design and development. Explores methods/tools for assessing sustainable products and processes from economic, environmental, and societal perspectives. Policy and regulatory impact and cost benefit analyses. Industrial applications exploration through case study analyses.

## **Sustainable Management**

### **SMGT-700 Cultural and Historical Foundations of Sustainability**

## **SMGT-700 Cultural and Historical Foundations of Sustainability**

3 cr.

Repeatable for Credit: No

The changing relationships of humans to the natural environment: changes in dominant scientific perspectives and the process of scientific debate. The quest for understanding, manipulating, and dominating the natural world. Cultural and organizational structures; the role and impact of technology; the systems approach to problems solving and its implications for the future.

Instructor's Consent Required

### **SMGT-710 The Natural Environment**

## **SMGT-710 The Natural Environment**

3 cr.

Repeatable for Credit: No

The role of humans in the biosphere; human impacts on natural systems (natural cycles, climate, water, energy, bio-systems, ecosystems). Use of case studies, some pre-reading, carbon cycle as a unifying theme. Disturbance pollution and toxicity, carrying capacity and natural capital.

Instructor's Consent Required

### **SMGT-720 Applied Research and the Triple Bottom Line**

## **SMGT-720 Applied Research and the Triple Bottom Line**

3 cr.

Repeatable for Credit: No

Document and project internal and external costs resulting from the inseparability of the natural, social, and economic environments. Assess sustainability issues using basic modeling techniques; cause and effect, root cause analysis, regression analysis, and business scenario-based cases.

Instructor's Consent Required

### **SMGT-730 Policy, Law, and the Ethics of Sustainability**



# **SMGT-730 Policy, Law, and the Ethics of Sustainability**

3 cr.

Repeatable for Credit: No

Policy, law and ethics regarding sustainability of economic development and emerging national and international environmental challenges. The role of domestic and international enforcement agencies and commissions such as the Department of Interior, United Nations Environment Programme, in building a more just, prosperous, and secure environmental common future.

## **SMGT-740 Economics of Sustainability**

# **SMGT-740 Economics of Sustainability**

3 cr.

Repeatable for Credit: No

Understand the economy as a component of the ecosystem within which it resides, with natural capital added to the typical analysis of human, social, built, and financial capital. Explore traditional micro, macro, and international trade theory and policy and the implications of sustainability.

Instructor's Consent Required

## **SMGT-750 The Built Environment**

# **SMGT-750 The Built Environment**

3 cr.

Repeatable for Credit: No

Thee assessment of the intersection of the built environment and human needs: water, air, food, waste, transportation, health care and education. Focus on evaluation and analysis of energy technology systems and building efficiency in the context of facilities management.

Instructor's Consent Required

## **SMGT-760 Geopolitical Systems**

# **SMGT-760 Geopolitical Systems**

3 cr.

Repeatable for Credit: No

Examination of decision making and public policy for sustainability at the national, state, and local level; emphasizing social, economic, and political factors that affect decisions within the public, nonprofit, and private sectors; and decisions designed to foster achievement of sustainability.

Instructor's Consent Required

## **SMGT-770 Leading Sustainable Organizations**

# **SMGT-770 Leading Sustainable Organizations**

3 cr.

Repeatable for Credit: No

Macro-level perspective on leading sustainable organizations. topics include organizational change and transformation processes, strategic and creative thinking, organizational structures and their impacts, conflict management and negotiation, stakeholder management and situational leadership styles and behaviors. How organizational leaders develop and enable sustainable organizations, especially in times of environmental change.

Instructor's Consent Required

## **SMGT-780 Corporate Social Responsibility**

# **SMGT-780 Corporate Social Responsibility**

3 cr.

Repeatable for Credit: No

Evaluation of risks and potential impacts in decision making and recognizing the links between the success of an organization and the well being of a community. Integrating corporate social responsibility throughout an organization, creating metrics and communicating CSR policies internally and externally. Development of best practices in an organization pertaining to corporate social responsibility.

Instructor's Consent Required

## **SMGT-782 Sustainable Supply Chain Management**

# **SMGT-782 Sustainable Supply Chain Management**

3 cr.

Repeatable for Credit: No

Planning, organizing and controlling the organization's supply chain based on the triple bottom line; use of total cost analyses and product/process life cycles to lead strategy and operations decisions. Impacts of sourcing, reverse logistics and service supply chains on organizational performance and the resulting carbon, water and pollution footprints are considered.

*Prerequisites: take SMGT-720 and SMGT-740*

## **SMGT-784 Sustainable Water Management**

# **SMGT-784 Sustainable Water Management**

3 cr.

Repeatable for Credit: No

Practical applications of sustainability in aquatic environments. Topics include water and health, water quality and quantity, governance, assessing the aquatic environment, water treatment technologies, environmental mitigation, and impacts of climate change. Emphasis will be on selected areas of interest from the perspective of public health, engineering, and municipal conservation management.

Instructor's Consent Required

## **SMGT-785 Waste Management and Resource Recovery**

# **SMGT-785 Waste Management and Resource Recovery**

3 cr.

Repeatable for Credit: No

Practical issues of sustainability in waste management. The generation, processing, management and disposal of municipal, industrial and agricultural waste with an emphasis on the technical, economic and environmental aspects of various recovery processes. Also, producer responsibility and design for environment and life cycle analysis.

Instructor's Consent Required

### **SMGT-790 Research Methods**

## **SMGT-790 Research Methods**

1 cr.

Repeatable for Credit: No

Methods used in epidemiologic research, including the design of research studies and the collection and analysis of data. Sustainability studies are typically observational in nature, meaning that the investigator has limited control over the exposure that study participants experience and are typically concerned about the health of organizations.

Instructor's Consent Required

### **SMGT-792 Capstone Project**

## **SMGT-792 Capstone Project**

3 cr.

Repeatable for Credit: No

Original research on a project of the student's choosing with instructor approval, typically involving a sustainability issue applicable in the student's place of employment or a local not-for-profit organization. A continuation of the research methodology course that is a prerequisite.

Instructor's Consent Required

*Prerequisite: take SMGT-790*

### **SMGT-795 Special Topics in Sustainable Management**

## **SMGT-795 Special Topics in Sustainable Management**

3 cr.

Repeatable for Credit: No

Various specialized areas in Sustainable Management will be examined. The specific topic will be advertised prior to the semester. Repeatable with different topics.

### **Technology**

#### **ICT-733 Technology Adoption and Implications**

## **ICT-733 Technology Adoption and Implications**

3 cr.

Repeatable for Credit: No

Technological changes across historical, political, and social contexts. Actionable recommendations regarding technology usage and systems in the workplace.

### **TECH-540 Future of Work**

## **TECH-540 Future of Work**

1-2 cr.

Repeatable for Credit: No

Future possibilities as to why people work, who will work, and in what conditions. Project probable work parameters from current trends. Relate past, present, and future to students' individual work situations.

### **TECH-775 Epistemology of Technology**

## **TECH-775 Epistemology of Technology**

3 cr.

Repeatable for Credit: Yes

The nature, sources, and parameters of knowledge, in this instance technology, and its relationship to other organized bodies of knowledge.

### **TECH-799 Independent Study**

## **TECH-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

### **Technology Education**

### **CTE-739 Introduction to Research in Career and Technical Education**

## **CTE-739 Introduction to Research in Career and Technical Education**

1 cr.

Repeatable for Credit: No

Centered around review of current research, identification of topics open to research, and development of a topic into a research proposal.

Explore several topics, developing one into an introduction, statement of the problem, significance of the problem, limitations, and definition of terms. Develop competencies in using the University Library, appropriate form and style, and the types of research papers.

### **TECED-525 Technology for Elementary School Children**

# **TECED-525 Technology for Elementary School Children**

2 cr.  
Repeatable for Credit: No  
Development, philosophy, objectives and course organization for industrial arts for the elementary schools. Suitable laboratory work in woods, metals, plastics and drawing.

## **TECED-533 Planning Technical/Vocational Laboratories**

# **TECED-533 Planning Technical/Vocational Laboratories**

2 cr.  
Repeatable for Credit: No  
School shop facility planning: equipment selection, placement, care and management.

## **TECED-540 Middle School Technology Education**

# **TECED-540 Middle School Technology Education**

2 cr.  
Repeatable for Credit: No  
Reviews trends and activities in the technology education movement. teach middle school offerings.

## **TECED-575 Workshop**

# **TECED-575 Workshop**

1-3 cr.  
Repeatable for Credit: No  
Current specialized topics in industrial education through experiential activities.  
Instructor's Consent Required

## **TECED-603 Activities In Technology/Vocational Education**

# **TECED-603 Activities In Technology/Vocational Education**

2 cr.  
Repeatable for Credit: No  
A study and design of learning activities for industrial and vocational education. Learning activities will be developed on selected levels of the

cognitive, psychomotor, and affective domains to carry out stated behavioral objectives. An evaluation of the appropriateness of learning activities as presented in contemporary curriculum projects.

#### **TECED-631 Field Trips to Industry**

## **TECED-631 Field Trips to Industry**

1-3 cr.

Repeatable for Credit: Yes

Opportunities are provided for industrial and vocational education majors as well as teachers to accumulate information about industries through local and distant on-site visits to industries. A third credit may be earned by showing evidence of application of data collected in courses being taught.

Department Consent Required

#### **TECED-637 Organization/Management of Technical Laboratories**

## **TECED-637 Organization/Management of Technical Laboratories**

2 cr.

Repeatable for Credit: No

Experience in administration, project development and teaching problems associated with industrial education.

#### **TECED-638 Course Construction**

## **TECED-638 Course Construction**

2 cr.

Repeatable for Credit: No

Directed experience in curriculum development and course of study construction for industrial education teachers; development of behavioral objectives and of instructional materials to help reach these objectives; development of course of study, instructional package/unit of instruction.

#### **TECED-704 History/Philosophy Technology Education**

## **TECED-704 History/Philosophy Technology Education**

2 cr.

Repeatable for Credit: No

Evolution of modern industrial education through the people, movements, events and institutions that contributed to its formation. Developments and conditions in education and society also considered plus their relationship to the theory and practices of industrial education throughout the years.

#### **TECED-708 Issues in Technology Education**

# **TECED-708 Issues in Technology Education**

2 cr.

Repeatable for Credit: No

A seminar dealing with selected current issues in industrial arts. Developments of abilities to develop a position and defend it, to be critical without being offensive, and to be professional in an emotional atmosphere.

## **TECED-710 Curricular Innovations in Technology Education**

# **TECED-710 Curricular Innovations in Technology Education**

2 cr.

Repeatable for Credit: No

Study of current innovative programs and practices in the teaching of industrial arts.

## **TECED-735 Problems in Industrial/Technology Education**

# **TECED-735 Problems in Industrial/Technology Education**

2 cr.

Repeatable for Credit: No

Identification, selection, and the completion of a problem in industrial education, culminating in a Plan B paper.

*Prerequisites: take CTE-739 and EDUC-740*

## **TECED-746 Seminars in Technology Education**

# **TECED-746 Seminars in Technology Education**

1-3 cr.

Repeatable for Credit: No

Identifying goals and outcomes for the local school; development of immediate and long-range curriculum plans; cooperating with local school administrative units in planning for improvement; use of the new Wisconsin curriculum guide for industrial education; initial preparation of individual courses of study for the local school program using behaviorally stated objectives.

## **TECED-749 Cooperative Education Experience**

# **TECED-749 Cooperative Education Experience**

1-8 cr.

Repeatable for Credit: Yes

Work and study in an approved position to gain business/industrial/other experience. Normally entails recurring, supervised work periods, each

one building and expanding on the previous.  
Department Consent Required

#### **TECED-770 Thesis--Industrial/Technology Education**

## **TECED-770 Thesis--Industrial/Technology Education**

2-6 cr.

Repeatable for Credit: No

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for 2, 4, or 6 semester hours of credit in various terms with a final total of six.

*Prerequisite: take EDUC-740*

#### **TECED-775 Workshop**

## **TECED-775 Workshop**

1-3 cr.

Repeatable for Credit: Yes

Special topics providing hands-on or experiential learning activities. Specific content and title to reflect the topic of the workshop.

#### **TECED-798 Field Experience**

## **TECED-798 Field Experience**

1-2 cr.

Repeatable for Credit: No

Department Consent Required

#### **TECED-799 Independent Study**

## **TECED-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

#### **TECED-895 Field Study in Industry and Technology**

## **TECED-895 Field Study in Industry and Technology**



2-6 cr.

Repeatable for Credit: Yes

A study which provides the graduate student with the opportunity to: (1) explore in-depth the body of knowledge associated with his substantive teaching field in industry and technology, (2) provide an educational experience for implementing this knowledge into the classroom situation, and (3) devise methods to determine if this methodology has brought about desired behavioral changes.

## **Training and Human Resource Development**

### **TRHRD-560 Training Systems in Business and Industry**

# **TRHRD-560 Training Systems in Business and Industry**

3 cr.

Repeatable for Credit: No

Types and purpose of training as related to business and industry. Training analysis, content, delivery systems, evaluation and justification for training. Designed for non- education majors.

### **TRHRD-570 Training Methods in Business and Industry**

# **TRHRD-570 Training Methods in Business and Industry**

2 cr.

Repeatable for Credit: No

Identification of training situations where the development and delivery of training is needed. Emphasis is on methods to deliver a training session. Students will be required to make training sessions presentations.

### **TRHRD-575 Workshop**

# **TRHRD-575 Workshop**

1-3 cr.

Repeatable for Credit: Yes

Special topics providing hands-on or experiential learning activities. Specific content and title to reflect the topic of the workshop.

### **TRHRD-589 Training Internship**

# **TRHRD-589 Training Internship**

1-8 cr.

Repeatable for Credit: Yes

Opportunities for students to learn and practice training management and instructional techniques through activities and experiences in a training

department. Objectives commensurate with student's background and field of training. Activities include designing and implementing training programs in student's major or minor field of study in either industry, business, military or government training programs.

Department Consent Required

*Prerequisite: take TRHRD-560*

## **TRHRD-600 Workshop**

# **TRHRD-600 Workshop**

1-3 cr.

Repeatable for Credit: Yes

Special topics in training and human resource development providing hands-on or experiential learning activities. Specific content and title to reflect topic of the workshop.

## **TRHRD-730 Systematic Training Design and Development**

# **TRHRD-730 Systematic Training Design and Development**

3 cr.

Repeatable for Credit: No

Systematic approach to the design and development of training in a business context, including analyzing performance problems, conducting training needs assessment, work behavior analysis, writing training performance objectives, and selecting appropriate training methods and techniques.

*Prerequisites: take TRHRD-560*

## **TRHRD-731 Systematic Training Measurement and Evaluation**

# **TRHRD-731 Systematic Training Measurement and Evaluation**

3 cr.

Repeatable for Credit: No

Systematic approach to the measurement and evaluation of training in business. Knowledge and understanding of training measurement and evaluation models by applying statistical concepts, measuring and analyzing data, and developing formative and summative evaluation instruments. Design of evaluation proposals, apply evaluation methods at four evaluation levels.

*Prerequisite: take TRHRD-730*

## **TRHRD-735 Field Problem in Training and Human Resource Development**

# **TRHRD-735 Field Problem in Training and Human Resource Development**

3-4 cr.

Repeatable for Credit: No

Identification of a training and human resource development research problem. Review of related research, selection of appropriate methodology, completion of research procedures, analysis of results and formulation of conclusions, recommendations and implications for practice. Final product is a written research report.

*Prerequisite: take INMGT-700*

#### **TRHRD-740 Leading the Learning Function**

## **TRHRD-740 Leading the Learning Function**

3 cr.

Repeatable for Credit: No

Leadership in developing human capital to execute the organization's strategy: planning, organizing, monitoring, and adjusting activities associated with the administration of workplace learning and performance.

#### **TRHRD-746 Seminar in Training and Human Resource Development**

## **TRHRD-746 Seminar in Training and Human Resource Development**

1 cr.

Repeatable for Credit: Yes

Current trends in research, practice, and professional development in the field of human resource development (HRD). Program-specific topics will address changing roles of HRD professionals, current research in HRD, developing a research proposal, and how to launch a career in the field.

#### **TRHRD-749 Cooperative Education Experience**

## **TRHRD-749 Cooperative Education Experience**

1-8 cr.

Repeatable for Credit: Yes

Work and study in an approved training department in business, industry, or government. May be recurring, is supervised during work/study periods. Any recurring work/study periods would be designed to build upon previous experiences in the course.

Department Consent Required

#### **TRHRD-775 Workshop**

## **TRHRD-775 Workshop**

1-3 cr.

Repeatable for Credit: Yes

Special topics providing hands-on or experiential learning activities. Specific content and title to reflect the topic of the workshop.

#### **TRHRD-789 Internship in Training and Development**

# TRHRD-789 Internship in Training and Development

2-8 cr.

Repeatable for Credit: Yes

Opportunities for students to use competencies in analyzing training needs, design training, delivering training and evaluating training in an organization. Course objectives commensurate with student's knowledge, skills, experience and interests.

Department Consent Required

*Prerequisites: take CTE-534, TRHRD-730, and ICT 710*

## TRHRD-799 Independent Study

# TRHRD-799 Independent Study

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## Transdisciplinary

## TRDIS-677 International Study

# TRDIS-677 International Study

1-16 cr.

Repeatable for Credit: Yes

Inter-institutional credit exchange for students accepted in university-approved study abroad or international exchange programs offered through the office of international programs at recognized/accredited institutions in other countries. The course may be repeated.

## TRDIS-710 English Research and Writing for Graduate Students

# TRDIS-710 English Research and Writing for Graduate Students

3 cr.

Repeatable for Credit: No

Refining research and writing skills for success in graduate-level coursework in the U.S. Includes two hours of mandatory lab/discussion.

Department Consent Required

## TRDIS-735 Investigations

# TRDIS-735 Investigations

2 cr.

Repeatable for Credit: No  
A research experience which culminates in a Plan B paper.  
Department Consent Required  
*Prerequisite: take EDUC-740*

### **TRDIS-770 Thesis**

## **TRDIS-770 Thesis**

2-6 cr.  
Repeatable for Credit: Yes  
Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for 2, 4, or 6 semester hours of credit in various terms with a final total of six.  
Department Consent Required  
*Prerequisite: take EDUC-740*

### **Vocational Rehabilitation**

#### **REHAB-500 Special Topics in Rehabilitation**

## **REHAB-500 Special Topics in Rehabilitation**

1-2 cr.  
Repeatable for Credit: Yes  
Special topics not available through regular courses.  
Instructor's Consent Required

#### **REHAB-500G Grantsmanship in the Helping Professions**

## **REHAB-500G Grantsmanship in the Helping Professions**

1-2 cr.  
Repeatable for Credit: No  
Explore grant writing in human service occupations and the necessity for such proposals as an element of change in society. Methods used to seek funding sources and evaluate requests for proposals.

#### **REHAB-500N Community-Based Rehabilitation Services**

## **REHAB-500N Community-Based Rehabilitation Services**

1 cr.  
Repeatable for Credit: No

An examination of national priorities for community-based services designed to enhance competitive employment options for severely disabled persons.

### **REHAB-505 Sign Language I**

## **REHAB-505 Sign Language I**

3 cr.

Repeatable for Credit: No

Basic course in manual communication with persons who are deaf. Intensive practice in expressive and receptive communication.

### **REHAB-506 Sign Language II**

## **REHAB-506 Sign Language II**

3 cr.

Repeatable for Credit: No

Intermediate course in manual communication with persons who are deaf. American Sign Language, increasing sign vocabulary and communication speed.

*Prerequisite: take REHAB-505*

### **REHAB-520 Rehabilitation and Chemical Dependency**

## **REHAB-520 Rehabilitation and Chemical Dependency**

3 cr.

Repeatable for Credit: No

Chemical use and abuse with emphasis on the rehabilitation of persons who are chemically dependent and the historical and sociological implications of drug usage.

### **REHAB-521 Rehabilitation of Public Offenders**

## **REHAB-521 Rehabilitation of Public Offenders**

3 cr.

Repeatable for Credit: No

Emphasis on programs designed to rehabilitate persons who are public offenders and sociological issues connected with the judicial system.

### **REHAB-527 Psychiatric Rehabilitation**

## **REHAB-527 Psychiatric Rehabilitation**

3 cr.  
Repeatable for Credit: No  
Goals and processes of psychiatric rehabilitation. Knowledge and application of skills for integrating diagnosis into planning and intervention with a focus on rehabilitation services for individuals with long-term mental illness in community-based settings.

#### **REHAB-550 Independent Living**

## **REHAB-550 Independent Living**

2 cr.  
Repeatable for Credit: No  
An overview of independent living programs in this country including evolution, goals, methods of service delivery, and management of the independent living program.

#### **REHAB-551 Benefits Coordination: Practice And Application**

## **REHAB-551 Benefits Coordination: Practice And Application**

3 cr.  
Repeatable for Credit: No  
Benefits Specialist role and function; rehabilitation content applications. Benefits Program requirements: process and application.

#### **REHAB-555 Rehabilitation of the Older Disabled Worker**

## **REHAB-555 Rehabilitation of the Older Disabled Worker**

2 cr.  
Repeatable for Credit: No  
Develop awareness and understanding of older disabled workers with a focus on implementing rehabilitation planning that enables continued participation in the work force or reinsertion into it following disability.

#### **REHAB-560 Assistive Technology**

## **REHAB-560 Assistive Technology**

2 cr.  
Repeatable for Credit: No  
Provision of technology to enhance the lives of persons with disabilities. Delivery system, legislation, and issues related to funding are examined. Specific applications in communication, computers, mobility, and workstations and other technologies are reviewed.

#### **REHAB-565 Laboratory in Rehabilitation Technology**

# **REHAB-565 Laboratory in Rehabilitation Technology**

2 cr.

Repeatable for Credit: No

Experience utilizing technological aids/devices developed for persons with disabilities. Modify/adapt equipment to meet specific functional requirements. Construct switch/control mechanisms for equipment. Develop prototype solutions to vocational and independent living problems.

## **REHAB-602 Management of Non-Profit Organizations**

# **REHAB-602 Management of Non-Profit Organizations**

3 cr.

Repeatable for Credit: No

Principles and practices in the operation of non-profit organizations. Comparison of how non-profit and for-profit operations are affected by organizational structures and authority, budgeting practices, sources of income, personnel issues, strategic planning and program evaluation, and marketing. Application to community agencies.

## **REHAB-659 Workforce Development, Disability, and Socioeconomics**

# **REHAB-659 Workforce Development, Disability, and Socioeconomics**

3 cr.

Repeatable for Credit: No

Macro/micro influences that keep people unemployed and underemployed, including community, services, providers, employers, and families. Interface among legislative initiatives, disability, and life/work. Policy, strategies, and skills that promote effective intervention and change. Intended for professionals in the field.

## **REHAB-660 Rehabilitation in the Private Sector**

# **REHAB-660 Rehabilitation in the Private Sector**

3 cr.

Repeatable for Credit: No

Case coordination to support maximum medical recovery and/or vocational rehabilitation of an injured person involved in insurance funded cases. Differences between public and private rehabilitation processes. Interviewing, planning, assessing transferable skills, placing in suitable work, and communicating with other involved individuals. Business practices, professional roles, and ethical issues.

## **REHAB-661 Forensics for the Human Service Professional**

# **REHAB-661 Forensics for the Human Service**



# Professional

2 cr.

Repeatable for Credit: No

Terminology and practices associated with forensics for human service professionals. Strategies and materials related to preparation for testimony and expert witness testimony in a court of law and other legal settings.

## **REHAB-662 Absence Management**

# **REHAB-662 Absence Management**

3 cr.

Repeatable for Credit: No

Orientation to workers with disabilities in business and industry. Focus is upon the elimination of attitudinal and environmental barriers as they pertain to hiring, productivity, and retention of workers with disabilities. Governmental requirements, linkage between business, community resources, and rehabilitation.

## **REHAB-670 Work Adjustment Services**

# **REHAB-670 Work Adjustment Services**

2-3 cr.

Repeatable for Credit: No

Principles and procedures of adjustment services. Emphasis upon the change and improvement of behavior. Supervised practical experience in interviewing, behavior observation, individual work adjustment planning, lesson plan development and report writing.

## **REHAB-682 Sexuality and Disability**

# **REHAB-682 Sexuality and Disability**

2 cr.

Repeatable for Credit: No

Investigate sexuality as an integral part of the disability experience. Explore programs, techniques and personal biases in relation to sexuality of persons with disabilities.

## **REHAB-683 Vocational Counseling Issues**

# **REHAB-683 Vocational Counseling Issues**

2 cr.

Repeatable for Credit: No

Theoretical and applied approaches to vocational counseling and current research in vocational choice and career development as related to vocational counseling.

## **REHAB-688 Developing Collaborative Partnerships**

# **REHAB-688 Developing Collaborative Partnerships**

3 cr.

Repeatable for Credit: No

Development of professional relationships that are characterized by collaboration and respect for the consumer or student. Role of team members including human service professionals, consumer student, family members, school personnel, and community organization staff in collaborative decision making. Enhanced service delivery responsiveness through application of collaborative principles.

## **REHAB-700 Seminar--Vocational Rehabilitation**

# **REHAB-700 Seminar--Vocational Rehabilitation**

1-2 cr.

Repeatable for Credit: No

A seminar course devoted to the field of vocational rehabilitation and subject materials pertinent to the field.

## **REHAB-701 Professional Rehabilitation Counseling Orientation**

# **REHAB-701 Professional Rehabilitation Counseling Orientation**

3 cr.

Repeatable for Credit: No

Orientation to the profession of rehabilitation counseling including philosophy, historical development, professional roles and organizations, responsibilities and practices, and ethical considerations, as well as future trends.

## **REHAB-704 Pre-Practicum in Rehabilitation**

# **REHAB-704 Pre-Practicum in Rehabilitation**

3 cr.

Repeatable for Credit: No

Basic counseling skills to prepare for supervised clinical experiential courses (practicum and internship). Counseling process and counseling strategies in rehabilitation settings.

*Prerequisite or Corequisite: COUN-750*

## **REHAB-705 Practicum In Rehabilitation Leadership**

# **REHAB-705 Practicum In Rehabilitation Leadership**

3 cr.

Repeatable for Credit: No

Practical experience in leadership within rehabilitation organizations. Leaders' roles may be demonstrated through experiences in fiscal management, human resource management, strategic planning, staff development, contract negotiations and production management.

Department Consent Required

### **REHAB-707 Practicum in Vocational Evaluation**

## **REHAB-707 Practicum in Vocational Evaluation**

4 cr.

Repeatable for Credit: No

A supervised experience that integrates vocational evaluation course material. The student will plan, conduct and communicate findings of comprehensive vocational evaluations with consumers who are disabled.

Department Consent Required

*Prerequisites: take REHAB 711 , REHAB-717, REHAB-723, REHAB-724, all with minimum grade of B.*

### **REHAB-708 Practicum in Rehabilitation Counseling**

## **REHAB-708 Practicum in Rehabilitation Counseling**

3-5 cr.

Repeatable for Credit: No

Minimum of 100 hours of supervised clinical experience in a rehabilitation setting approved by instructor. Student will perform entry level duties of a rehabilitation counselor.

Department Consent Required

*Prerequisites: take COUN-788 or REHAB-704 with a minimum grade of B*

### **REHAB-710 Rehabilitation Implications of Sensory Impairment**

## **REHAB-710 Rehabilitation Implications of Sensory Impairment**

3 cr.

Repeatable for Credit: No

Medical, psychosocial, and vocational implications of sensory disabilities. Disabling conditions affecting all five senses, with particular emphasis on hearing and visual impairments.

### **REHAB-711 Psychological Testing and Assessment in Rehab and Counseling**

## **REHAB-711 Psychological Testing and Assessment in Rehab and Counseling**

3 cr.

Repeatable for Credit: No

Overview of common individual and group approaches to psychological assessment used within rehabilitation and counseling environments with an emphasis on selection, evaluation, administration, scoring and interpretation of standardized tests for diverse populations.

### **REHAB-713 Foundations of Clinical Rehabilitation Counseling**

## **REHAB-713 Foundations of Clinical Rehabilitation Counseling**

3 cr.

Repeatable for Credit: No

Aspects of rehabilitation counseling theories and models including psychosocial and vocational aspects of chronic illness and disabilities (CID), and rehabilitation principles addressing prevention, intervention, wellness, consultation, education and advocacy.

### **REHAB-714 Neurodevelopmental, Neurocognitive and Psychiatric Conditions**

## **REHAB-714 Neurodevelopmental, Neurocognitive and Psychiatric Conditions**

3 cr.

Repeatable for Credit: No

Neurodevelopmental, neurocognitive, and psychiatric conditions and their medical, psychosocial and vocational implications. Incidence, onset, severity, progression and expected duration. Concepts of assessment and diagnosis of conditions as applied in rehabilitation counseling, including review of the current edition of the diagnostic and statistical manual (DSM) of mental disorders.

### **REHAB-715 Research in Rehabilitation and Counseling**

## **REHAB-715 Research in Rehabilitation and Counseling**

3 cr.

Repeatable for Credit: No

Basic research methods and design used to determine the effectiveness of rehabilitation services and outcomes. Statistical techniques, research terminology and design, ethical and legal implications of human subjects' research in quantitative and qualitative research applications. Critically analyze research and skill application through development of a practice-related research proposal.

### **REHAB-717 Career Development and Job Placement**

## **REHAB-717 Career Development and Job Placement**

3 cr.

Repeatable for Credit: No

Application of career development, occupational information, occupational analysis, and placement concepts to the practice of career counseling and job placement of persons with disabilities. Includes career development theories, occupational information systems, job development/search techniques and issues affecting career decision-making and employment for persons with disabilities.

### **REHAB-723 Rehabilitation Counseling Assessment and Planning**

## **REHAB-723 Rehabilitation Counseling Assessment and Planning**

3 cr.

Repeatable for Credit: No

Knowledge and application of assessments in rehabilitation counseling for diagnosis and treatment planning. Implementation of clinical skills for diagnostic interviewing, needs analysis, and evaluating relevant information for program and career planning, including career and work related assessments. Integrate assessment results into rehabilitation planning.

### **REHAB-724 Applied Vocational Assessment and Evaluation**

## **REHAB-724 Applied Vocational Assessment and Evaluation**

1-2 cr.

Repeatable for Credit: Yes

Vocational assessment techniques including diagnostic interviewing, vocational counseling, needs analysis and planning, psychological testing, referral for services and communication of assessment results. Advanced vocational evaluation techniques include work samples, situational or community-based assessment, evaluation planning, behavioral observation, analysis and synthesis of results and comprehensive vocational evaluation report writing.

*Prerequisite or concurrent enrollment in REHAB-723*

### **REHAB-735 Problems in Vocational Rehabilitation**

## **REHAB-735 Problems in Vocational Rehabilitation**

2 cr.

Repeatable for Credit: No

Identification, selection, and completion of a problem in vocational rehabilitation. The problem project will culminate in a Plan B paper. Intervention focusing on the family as the consumer of rehabilitation services.

*Prerequisite: take EDUC-740*

### **REHAB-749 Cooperative Education Experience**

## **REHAB-749 Cooperative Education Experience**

1-12 cr.

Repeatable for Credit: Yes

Supervised work experience with an approved rehabilitation agency/facility in an area directly related to the student's major concentration.

Selection by application and interview.  
Department Consent Required

#### **REHAB-752 Group Work in Rehabilitation**

## **REHAB-752 Group Work in Rehabilitation**

3 cr.

Repeatable for Credit: No

Theoretical and applied understandings of group work and group dynamics when working with individuals with disabilities. Approaches to leading groups in rehabilitation settings and planning and forming groups.

*Prerequisites: take COUN-750 and REHAB-704*

#### **REHAB-764 Case Coordination**

## **REHAB-764 Case Coordination**

3 cr.

Repeatable for Credit: No

Concepts and philosophy of the case coordination in rehabilitation applied to various employment settings. Integration of consumer case study data, identification of service need and plan development.

*Prerequisites: take REHAB-713 and REHAB-714*

#### **REHAB-770 Thesis - Vocational Rehabilitation**

## **REHAB-770 Thesis - Vocational Rehabilitation**

2-6 cr.

Repeatable for Credit: Yes

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for 2, 4, or 6 semester hours of credit in various terms with a final total of six.

*Prerequisite: take EDUC-740*

#### **REHAB-780 Leadership and Management in Vocational Rehabilitation**

## **REHAB-780 Leadership and Management in Vocational Rehabilitation**

2 cr.

Repeatable for Credit: No

Leadership theories and rehabilitation organization concepts emphasizing continual skill building of leaders. Roles and responsibilities of leadership in promoting quality of business practices and partnerships. Response to system change, public policy, emerging trends, and ethical principles.

*Requires admission to the MS in Vocational Rehabilitation*

## **REHAB-783 Internship in Vocational Evaluation**

# **REHAB-783 Internship in Vocational Evaluation**

5 cr.

Repeatable for Credit: No

A culminating practical experience using the tools and techniques of vocational evaluation to perform tasks of interviewing, planning, counseling, administering assessment tasks, observing, and reporting.

*Prerequisite: must be M.S. degree candidate; take REHAB-707 with a B or better*

## **REHAB-785 Internship in Rehabilitation Leadership**

# **REHAB-785 Internship in Rehabilitation Leadership**

6 cr.

Repeatable for Credit: No

A culminating practical experience in providing leadership to accomplish organizational goals. Tasks in fiscal, personnel, program development, fund raising, production, marketing, and contract procurement. Must be a M.S. degree candidate.

Department Consent Required

*Prerequisites: Must be M.S. degree candidate; take REHAB-705 with a B or better.*

## **REHAB-787 Internship in Rehabilitation Counseling**

# **REHAB-787 Internship in Rehabilitation Counseling**

5 cr.

Repeatable for Credit: Yes

Minimum of 600 hours of supervised clinical rehabilitation counseling experience in a rehabilitation setting approved by instructor. At least 240 hours of direct service to individuals with disabilities.

*Prerequisites: Must be M.S. degree candidate; take REHAB-707 or REHAB-708 with B or better*

## **REHAB-798 Field Experience in Rehabilitation**

# **REHAB-798 Field Experience in Rehabilitation**

1-2 cr.

Repeatable for Credit: Yes

Off-campus work and study in an approved position to better understand the challenges and potentials of various rehabilitation type careers.

Department Consent Required

## **REHAB-799 Independent Study**

# **REHAB-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## **Women and Gender Studies**

### **WGS-511 Topics in Women's Studies**

# **WGS-511 Topics in Women's Studies**

1-3 cr.

Repeatable for Credit: Yes

Exploring, from interdisciplinary perspective, new information and ideas in a selected area of significance to women's studies.

## **Other Courses**

### **BIO-710 Biological Research Foundations**

# **BIO-710 Biological Research Foundations**

2 cr.

Overview of original research process in the biological sciences, including identification of research topics, literature review, and development of a research proposal.

### **CAHSS-799 Independent Study**

# **CAHSS-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

**Course Selective-1 :**

**Course Selective-1 :**

**Course Selective-2 :**

**Course Selective-2 :**



**Course Selective-3 :**

## **Course Selective-3 :**

**Course Selective-4 :**

## **Course Selective-4 :**

**Course Selective-5 :**

## **Course Selective-5 :**

**CSTEM-590 Technical Service Schools**

## **CSTEM-590 Technical Service Schools**

0.5-6 cr.

Repeatable for Credit: Yes

Some special-purpose technical courses offered by manufacturers are suitable for college credit. Guidelines: (1) Student makes all arrangements with manufacturer offering courses; (2) One credit is awarded for each full week (40 hours) of attendance; (3) Student enrolls and pays fees prior to taking course; (4) Approval of dean of CTEM needed before enrolling for credit; (5) Graduate School approval required for students taking course for graduate credit.

Department Consent Required

**CSTEM-701 Lean Seminar I: Principles of Lean Manufacturing**

## **CSTEM-701 Lean Seminar I: Principles of Lean Manufacturing**

0.5 cr.

Repeatable for Credit: No

Introduces a systematic approach to eliminating waste in manufacturing processes by use of the 5S approach to organization, reducing batch sizes, utilizing point of use storage, using pull systems, implementing cellular/flow, implementing quality at the source, and involving employees. Includes live simulations.

**CSTEM-702 Lean Seminar II: Value Stream Mapping Manufacturing**

## **CSTEM-702 Lean Seminar II: Value Stream Mapping Manufacturing**

0.5 cr.

Repeatable for Credit: No

Value Stream Mapping (VSM) is a method to visually depict material and information flow through an industrial operation. Principles and techniques of the VSM process, mapping the current state of a sample company, applying Lean concepts to develop an improved future state, and identifying steps needed to achieve that state.

*Prerequisite: take CSTEM-701*

### **CSTEM-703 Lean Seminar III: Principles of Cellular/Flow Manufacturing**

## **CSTEM-703 Lean Seminar III: Principles of Cellular/Flow Manufacturing**

0.5 cr.

Repeatable for Credit: No

Use of Cellular/Flow Manufacturing in linking manual and machine operations into the most efficient combination of resources to maximize value added content, ensuring continuous product flows, and meeting customer demands, while minimizing waste.

*Prerequisite: take CSTEM-701*

### **CSTEM-704 Lean Seminar IV: The 5S System**

## **CSTEM-704 Lean Seminar IV: The 5S System**

0.5 cr.

Repeatable for Credit: No

Use of the principles of 5S system of manufacturing improvements (sort, set in order, shine, standardize, sustain) to develop a visual workplace that is organized, clean, and standardized and contains only what is required, enhancing the organization's communication and productivity.

*Prerequisite: take CSTEM-701*

### **CSTEM-705 Lean Seminar V: Quick Changeover/Setup Reduction**

## **CSTEM-705 Lean Seminar V: Quick Changeover/Setup Reduction**

0.5 cr.

Repeatable for Credit: No

The principles of the Single Minute Exchange of Dies (SMED) system, a four-step changeover improvement process, are used to present techniques of designing no-cost/low-cost solutions to dramatically reduce or eliminate changeover time.

*Prerequisite: take CSTEM-701*

### **CSTEM-706 Lean Seminar VI: Total Productive Maintenance**

## **CSTEM-706 Lean Seminar VI: Total Productive Maintenance**

0.5 cr.

Repeatable for Credit: No

Use of the Total Productive Maintenance (TPM) system of maximizing manufacturing equipment productivity. Utilization of Overall Equipment Effectiveness (OEE) to determine effective capacity of equipment. Development of effective, preventive, and predictive maintenance tools to reduce machine downtime and achieve autonomous maintenance.

*Prerequisite: take CSTEM-701*

## **CSTEM-707 Lean Seminar VII: VSM/Project Planning**

# **CSTEM-707 Lean Seminar VII: VSM/Project Planning**

0.5 cr.

Repeatable for Credit: No

The roles and expectations of a Value Stream Manager and the formation and leadership of a team to drive change in the organization. Individual project plans for Lean implementation projects are initiated.

*Prerequisite: CSTEM-701, CSTEM-702, CSTEM-703, CSTEM-704, CSTEM-705, CSTEM-706*

## **CSTEM-749 Cooperative Education Experience**

# **CSTEM-749 Cooperative Education Experience**

1-8 cr.

Repeatable for Credit: Yes

Work and study in an approved position to gain business/industrial/other experience. Normally entails recurring, supervised work periods, each one building and expanding on the previous.

Department Consent Required

## **Academic Programs**

### **Master's**

### **Applied Psychology, M.S.**

Go to [program website](#)

## **Introduction**

**Master of Science Degree** This two-year 'hands-on' applied program is designed around a core of psychological theories and methods, with three concentration areas: Industrial/ Organizational Psychology, Evaluation Research, and Health Promotion and Disease Prevention. The core program, taken by all students, focuses on the development of critical thinking and data driven assessment and decision making. It provides students knowledge, experience, skills and abilities needed to apply the theories and methods of psychology to the identification and solution of a variety of complex individual and organizational problems.

The concentrations provide additional in-depth classroom and experiential learning in the given focus area. *Industrial/Organizational Psychology* focuses on the behavior of people at work, specifically employee motivation, personnel research, recruitment and selection, and job design methodology. *Evaluation Research* focuses on advanced training in program and policy evaluation and professional preparation for evaluation consulting. A majority of students complete requirements for dual concentrations within the two-year program. *Health Promotion and Disease Prevention* focuses on health promotion and evaluation; health services research; health policy development and evaluation; and behavioral epidemiology.

Capstone experiences include a consulting focused practicum, an internship and an independent research project (thesis). With faculty advisement, students will be allowed to select additional experiences appropriate for their unique personal and professional development, based

on previous educational and professional experiences and goals.

Graduates of the program have the applied research and data analysis skills to prepare them for a wide-range of careers in business, education, non-profits and healthcare.

## Admission

The Applied Psychology program requires completion of fifteen semester credits of psychology in addition to Graduate School admission requirements. Five of these credits must be from research methods courses and three credits must be from statistics courses. Applicants must have an overall grade point average of 3.0. Applicants may be admitted on probationary status if their overall grade point average is less than 3.0. These exceptions are individually negotiated with the recommendation of the program admission committee and approval of the Graduate School. Three letters of recommendation, with one from a former post-secondary instructor are required, as are a statement of intent, a writing sample and a resume. Program application materials are available online at <http://www.uwstout.edu/programs/msap/applying.cfm>.

The program accepts applications and grants admission for fall term start only. To be given full consideration application materials must be received by February 1. After committee review, notification of acceptance will be made by early March for fall term.

## Primary Evaluation Criteria and Process

The primary criteria used to evaluate program and academic progress include: course grades, research progress and completion, degree candidacy and program plan approval; intent to graduate; program completion certification, and the following program specific processes: formal mid-program performance evaluation, related work experience.

## Requirements

The requirements for this degree include: (a) completion of at least 42 semester hours of graduate credit with an overall graduate grade point average of 3.0 or better and a minimum of 24 credits in courses open only to graduate students-700 and 800 level; (b) successful completion of the 30 credits in the core and 12 credits from one of the concentrations; (c) practicum, internship and thesis completion; and (d) approval for degree candidacy at the appropriate time.

## General Requirements Master of Science Degree

Total for graduation	42 credits
Required Core	30 credits
Concentrations	12 credits

### Required Core

#### Theory and Research (21 credits)

#### PSYC-707 Applied Social Psychology

3 cr.

Repeatable for Credit: No

Principles and methods derived from social psychology applied to problems and issues in a variety of settings.

## **PSYC-750 Foundations of Evaluation Research**

3 cr.

Repeatable for Credit: No

Examination of evaluation processes with an emphasis on foundational knowledge, skill, and attitude development. Description of professional behaviors necessary for success in evaluation research. Skill development in planning and managing evaluations, devising appropriate data collection strategies, and pilot-testing evaluation instruments and procedures.

*Corequisite: Take PSYC-790 concurrently*

## **PSYC-770 Thesis-Applied Psychology**

2-6 cr.

Repeatable for Credit: Yes

Independent research under direction of thesis advisor and committee. Selection of research questions/problems, review of literature, methodology development, conduct of research, interpretation of findings, and preparation of final paper according to thesis standards. Department Consent Required

## **PSYC-735 Applied Psychology Field Problem**

2-6 cr.

Repeatable for Credit: Yes

The investigation of a problem designed to include the planning, implementation and the evaluation of a feasible solution in an applied setting. Enroll for 2, 4, or 6 credits across terms for a required total of 6 credits.

Department Consent Required

*Prerequisite: Advanced standing in M.S. in Applied Psychology*

## **PSYC-790 Research Design and Analysis I**

3 cr.

Repeatable for Credit: No

Research design with emphasis on descriptive and univariate analyses to solve applied problems in psychology. Selection of appropriate designs and data analysis methods. Includes statistical software applications, hypothesis testing, and interpretation.

## **PSYC-792 Research Design and Analysis II**

3 cr.

Repeatable for Credit: No

Research design with emphasis on qualitative and mixed methods designs and correlational and multivariate analyses to solve applied problems in psychology. Selection of appropriate designs and data analysis methods. Includes statistical software applications, hypothesis testing, and interpretation.

*Prerequisite: take PSYC-790*

## **PSYC-793 Psychometrics of Test Construction**

3 cr.

Repeatable for Credit: No

Assumptions, models and applications of psychometric measurement in business and evaluation settings. Test construction, item design and construction, item analysis, measure reliability and validity. Prediction and measurement of attitudes and opinions.

## Professional Development (9 credits)

### **PSYC-710 Applied Psychology Seminar**

1 cr.

Repeatable for Credit: Yes

Field of applied psychology and the M.S. in Applied Psychology program. Critical thinking and professional writing skill development. Thesis process, professional ethics, diversity issues in applied psychology, and professional development extracurricular activities. Instructor's consent

### **PSYC-711 Applied Psychology Seminar II**

1 cr.

Repeatable for Credit: No

Preparation for thesis/field problem. Applying critical thinking and professional literature review skills to the thesis/field problem. Internship readiness. Professional writing skills. Ethics and diversity in applied psychology. Extracurricular professional development.

*Prerequisite: take PSYC-710*

### **PSYC-712 Applied Psychology Seminar III**

1 cr.

Repeatable for Credit: No

Faculty and peer support for pragmatic issues related to independent research project completion and internship obtainment. Job-seeking skills; professional development through self-assessment and documentation of applied psychology-related learning. Ethical and diversity-related issues in applied psychology.

*Prerequisite: take PSYC-711*

### **PSYC-752 Practicum in Applied Psychology**

3 cr.

Repeatable for Credit: No

Advanced independent applied psychology field project. Project management and external consulting skill development. Exemplary professional behavior and independently planning, designing, implementing, and managing applied psychology projects with supportive but minimal client, instructor and peer supervision.

*Prerequisite: Successful completion of annual review.*

### **PSYC-890 Applied Psychology Internship**

1-5 cr.

Repeatable for Credit: Yes

Supervised field experience in an applied psychology role involving the practice and integration of professional skills and knowledge developed in other courses. (Repeatable up to 5 credits.)

Department Consent Required

*Prerequisite: Advanced standing in M.S. in Applied Psychology*

## Concentrations

### Industrial/Organizational Psychology (12 credits)

#### **PSYC-781 Personnel Psychology**

3 cr.

Repeatable for Credit: No

Research and applications in personnel psychology. Topics range from job analysis to personnel selection and assessment methods, and training designs. Diversity considerations in both ethical and legal context.

#### **PSYC-782 Organizational Psychology**

3 cr.

Repeatable for Credit: No

Research and applications in organizational psychology. Issues in raising employee performance, improving relationships, and employee well-being within organizations. Influence of diversity and culture on organizational behavior.

*Prerequisite: take PSYC-781*

#### Selectives:

*Students will choose 6 credits of selectives with faculty advisement and program director's approval.*

### Evaluation Research (12 credits)

#### **HDFS-575 Grantsmanship for Nonprofits**

1-2 cr.

Repeatable for Credit: No

Explore the availability of foundation grant money for nonprofit organizations. Designed to give the beginning grant writer an overview of grant purposes, foundation funding sources, proposal development and writing.

#### **INMGT-750 Organization Development**

3 cr.

Repeatable for Credit: No

A blend of theory, evidence based research, and practice, developing students as leaders of organizational change. Learn skills specific to the field: theories and models, the process, research, and application of organization development principles. Develop and lead strategic change initiatives to enable organizations to be competitive.

*Prerequisite: take INMGT-600*

## **PSYC-751 Applications of Evaluation Research**

3 cr.

Repeatable for Credit: No

Examination of evaluation processes with an emphasis on applying evaluation knowledge, skills, and attitudes. Emphasis on application of professional behavior principles and competency-based evaluation planning and design. Skill development of data collection, analysis, and interpretation on a supervised field evaluation project.

*Prerequisites: take PSYC-750 and PSYC-790*

### **Selectives:**

*Students will choose 6-7 credits of selectives with faculty advisement and program director's approval.*

## **Health Promotion and Disease Prevention (12 credits)**

### **PSYC-771 Psychological Foundations of Health Promotion**

3 cr.

Repeatable for Credit: No

Theoretical issues related to health promotion. Psychosocial determinants of health and disease. Theories of health behavior. Intervention theory and development. Health care administration and policy. Ethical and diversity considerations. Ecological systems perspective for conceptualizing health promotion.

### **PSYC-772 Psychological Applications of Health Promotion**

3 cr.

Repeatable for Credit: No

Applies knowledge and skills from PSYC 771. Focus on health promotion intervention and research/evaluation. Experiential training in applying psychological principles to health promotion. Implications of health promotion on health care policy and administration. Introduces behavioral epidemiology and health services research.

*Prerequisite: take PSYC-771*

### **Selectives:**

*Students will choose 6 credits of selectives with faculty advisement and program director's approval.*



# Career and Technical Education, M.S.

Go to [program website](#)

## Introduction

The Master of Science in Career and Technical Education (MSCTE) program is designed for working professionals who focus on preparing youth or adults for successful careers through secondary, postsecondary, and adult education programs as well as private sector training programs. This program provides an opportunity for learners to build a solid knowledge base that supports further discipline-specific understanding and the development of leadership skills. People who complete this degree are working in leadership positions within education and business and industry.

## Admission

To be admitted with full status to this program, the applicant must hold a bachelor's degree from an accredited institution and have an overall grade point average of at least 2.75. The applicant must also demonstrate career goals that align with the objectives of the program by submitting a goal statement and resume, and submit two letters of recommendation from current or former supervisors indicating characteristics and experience that make them a good candidate for the program.

A deficiency in these admission requirements does not preclude admission, but may involve additional steps to obtain full admission to the program.

## Primary Evaluation Processes

The primary processes used to evaluate program and academic progress include course grades, research evaluation, certification of program completion, and the following program specific processes: application; degree candidacy; and intent to graduate.

## Requirements

The requirements for this degree include (a) completion of at least 30 semester hours of graduate credit with an overall graduate grade point average of 3.0 or better; a minimum of 15 credits must be in courses open only to graduate students - 700 level; (b) approval for degree candidacy at the appropriate time; and (c) a course distribution which is outlined here:

## General Requirements Master of Science Degree

Total for graduation	37-42 credits
Preparation in Research	7-11 credits
Concentrations	30-31 credits

### Preparation in Research (7-11 credits)

#### CTE-739 Introduction to Research in Career and Technical Education

Repeatable for Credit: No

Centered around review of current research, identification of topics open to research, and development of a topic into a research proposal.

Explore several topics, developing one into an introduction, statement of the problem, significance of the problem, limitations, and definition of terms. Develop competencies in using the University Library, appropriate form and style, and the types of research papers.

### **CTE-735 Problems In Career and Technical Education**

2 cr.

Repeatable for Credit: No

Identification, selection, and completion of a problem in career and technical education culminating in a Plan B paper.

### **CTE-770 Thesis--Career and Technical Education**

2-6 cr.

Repeatable for Credit: No

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards.

Student may enroll for 2, 4, or 6 semester hours of credit in various terms with a final total of six.

### **EDUC-740 Research Foundations**

4 cr.

Repeatable for Credit: No

Introduction to basic concepts and principles in educational research. Utilizes mastery grading and elements of individualized instruction.

Prepares students for their own graduate research experience and to be articulate consumers of research.

## **Concentrations (30-31 credits)**

### **Teaching (30 credits)**

### **CTE-502 Principles of Career and Technical Education**

2-3 cr.

Repeatable for Credit: No

Importance of career and technical education (workforce education) to American society and the individual. Actively apply principles into practice. Formulate a philosophy of workforce education based on personally held principles and demonstrated practices.

### **CTE-708 Issues in Career and Technical Education**

2 cr.

Repeatable for Credit: No

An in-depth study of contemporary issues affecting career, technical and adult education. Possible solutions or alternatives will be proposed.

## **EDPSY-730 Advanced Psychology of Learning for Instruction**

2 cr.

Repeatable for Credit: No

Theories of learning with applications and implications to the learning environment. Biological bases and psychoeducational models with an examination of instruction and the learning conditions and strategies that promote the acquisition and transfer of knowledge in children, adolescents, and adults.

## **EDUC-740 Research Foundations**

4 cr.

Repeatable for Credit: No

Introduction to basic concepts and principles in educational research. Utilizes mastery grading and elements of individualized instruction. Prepares students for their own graduate research experience and to be articulate consumers of research.

## **ICT-732 Technology Futures**

3 cr.

Repeatable for Credit: No

Apply systems thinking in developing frameworks for forecasting technology driven topics. Examine the implications of technological change along with social change for various futures.

## **CTE-739 Introduction to Research in Career and Technical Education**

1 cr.

Repeatable for Credit: No

Centered around review of current research, identification of topics open to research, and development of a topic into a research proposal.

Explore several topics, developing one into an introduction, statement of the problem, significance of the problem, limitations, and definition of terms. Develop competencies in using the University Library, appropriate form and style, and the types of research papers.

- XXX-XXX Electives (10.00-14.00 cr.)

Choose one of the following research options:

## **CTE-735 Problems In Career and Technical Education**

2 cr.

Repeatable for Credit: No

Identification, selection, and completion of a problem in career and technical education culminating in a Plan B paper.

## **CTE-770 Thesis--Career and Technical Education**

2-6 cr.

Repeatable for Credit: No

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for 2, 4, or 6 semester hours of credit in various terms with a final total of six.

## **Administration (30 credits)**

### **CTE-502 Principles of Career and Technical Education**

2-3 cr.

Repeatable for Credit: No

Importance of career and technical education (workforce education) to American society and the individual. Actively apply principles into practice. Formulate a philosophy of workforce education based on personally held principles and demonstrated practices.

### **CTE-708 Issues in Career and Technical Education**

2 cr.

Repeatable for Credit: No

An in-depth study of contemporary issues affecting career, technical and adult education. Possible solutions or alternatives will be proposed.

### **EDPSY-730 Advanced Psychology of Learning for Instruction**

2 cr.

Repeatable for Credit: No

Theories of learning with applications and implications to the learning environment. Biological bases and psychoeducational models with an examination of instruction and the learning conditions and strategies that promote the acquisition and transfer of knowledge in children, adolescents, and adults.

### **EDUC-740 Research Foundations**

4 cr.

Repeatable for Credit: No

Introduction to basic concepts and principles in educational research. Utilizes mastery grading and elements of individualized instruction. Prepares students for their own graduate research experience and to be articulate consumers of research.

### **ICT-732 Technology Futures**

3 cr.

Repeatable for Credit: No

Apply systems thinking in developing frameworks for forecasting technology driven topics. Examine the implications of technological change along with social change for various futures.

## **CTE-739 Introduction to Research in Career and Technical Education**

1 cr.

Repeatable for Credit: No

Centered around review of current research, identification of topics open to research, and development of a topic into a research proposal.

Explore several topics, developing one into an introduction, statement of the problem, significance of the problem, limitations, and definition of terms. Develop competencies in using the University Library, appropriate form and style, and the types of research papers.

XXX-XXX Electives (10-14 credits)

Choose one of the following research options:

## **CTE-735 Problems In Career and Technical Education**

2 cr.

Repeatable for Credit: No

Identification, selection, and completion of a problem in career and technical education culminating in a Plan B paper.

## **CTE-770 Thesis--Career and Technical Education**

2-6 cr.

Repeatable for Credit: No

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards.

Student may enroll for 2, 4, or 6 semester hours of credit in various terms with a final total of six.

## **Marketing and Business Education (30 credits)**

## **CTE-502 Principles of Career and Technical Education**

2-3 cr.

Repeatable for Credit: No

Importance of career and technical education (workforce education) to American society and the individual. Actively apply principles into practice. Formulate a philosophy of workforce education based on personally held principles and demonstrated practices.

## **CTE-560 Coordination of Work-based Learning (WBL) Programs**

3 cr.

Repeatable for Credit: No

Philosophy, planning, initiation, organization, coordination, evaluation, and teaching techniques of Cooperative Career and Technical Education (C-CTE) programs. Special emphasis on roles, responsibilities and duties of the cooperative teacher-coordinator.

## **EDPSY-730 Advanced Psychology of Learning for Instruction**

2 cr.

Repeatable for Credit: No

Theories of learning with applications and implications to the learning environment. Biological bases and psychoeducational models with an examination of instruction and the learning conditions and strategies that promote the acquisition and transfer of knowledge in children, adolescents, and adults.

## **EDUC-740 Research Foundations**

4 cr.

Repeatable for Credit: No

Introduction to basic concepts and principles in educational research. Utilizes mastery grading and elements of individualized instruction. Prepares students for their own graduate research experience and to be articulate consumers of research.

## **MBE-701 Issues in Marketing and Business Education**

2 cr.

Repeatable for Credit: No

Definition, exploration and research of a current issue in secondary or postsecondary Marketing and Business Education.

## **MBE-702 Improving Methods and Materials for MBE**

2 cr.

Repeatable for Credit: No

Instructional materials and methods for utilization in secondary or postsecondary Marketing and Business Education.

Department Consent Required

## **CTE-739 Introduction to Research in Career and Technical Education**

1 cr.

Repeatable for Credit: No

Centered around review of current research, identification of topics open to research, and development of a topic into a research proposal.

Explore several topics, developing one into an introduction, statement of the problem, significance of the problem, limitations, and definition of terms. Develop competencies in using the University Library, appropriate form and style, and the types of research papers.

XXX-XXX Electives (8.00-12:00 cr.)

Choose one of the following research options:

## **CTE-735 Problems In Career and Technical Education**

2 cr.

Repeatable for Credit: No

Identification, selection, and completion of a problem in career and technical education culminating in a Plan B paper.

## **CTE-770 Thesis--Career and Technical Education**

2-6 cr.

Repeatable for Credit: No

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards.

Student may enroll for 2, 4, or 6 semester hours of credit in various terms with a final total of six.

## **Career and Technical Education Coordinator (31 credits)**

### **Required Coursework (25 credits)**

## **CTE-502 Principles of Career and Technical Education**

2-3 cr.

Repeatable for Credit: No

Importance of career and technical education (workforce education) to American society and the individual. Actively apply principles into practice. Formulate a philosophy of workforce education based on personally held principles and demonstrated practices.

## **CTE-560 Coordination of Work-based Learning (WBL) Programs**

3 cr.

Repeatable for Credit: No

Philosophy, planning, initiation, organization, coordination, evaluation, and teaching techniques of Cooperative Career and Technical Education (C-CTE) programs. Special emphasis on roles, responsibilities and duties of the cooperative teacher-coordinator.

## **CTE-708 Issues in Career and Technical Education**

2 cr.

Repeatable for Credit: No

An in-depth study of contemporary issues affecting career, technical and adult education. Possible solutions or alternatives will be proposed.

## **CTE-710 Coordination and Supervision of Career and Technical Education**

2 cr.

Repeatable for Credit: No

Principles of coordination/supervision in career, technical and adult education. The coordinator/supervisory positions and their functional relationship to the career and technical education system.

## **CTE-720 Policy and Legal Issues in Career and Technical Education**

2 cr.

Repeatable for Credit: No

Contemporary legal and policy issues affecting secondary and postsecondary career and technical education.

## **CTE-784 Internship--Local Vocational Education Coordinator**

4-8 cr.

Repeatable for Credit: No

Supervised field practice in local career and technical education coordination to be completed at selected schools or CESA agencies capable of providing appropriate experiences.

Department Consent Required

## **CTE-797 Field Experience**

1 cr.

Repeatable for Credit: No

Department Consent Required

## **EDUC-726 Administration**

2-3 cr.

Repeatable for Credit: No

Philosophy and principles underlying organization and operation of public education on the local, state and national levels in the United States.

Examinations of prevailing practices and current problems of school management.

## **EDUC-741 Education Grant Proposal Development**

3 cr.

Repeatable for Credit: No

Principles of grant proposal writing to support educational research needs.

*Prerequisite: take either EDUC-729 or CTE-739*

## **EDUC-742 Program Evaluation**



3 cr.

Repeatable for Credit: No

Surveys theory and practice of evaluating the effectiveness of a variety of human-service delivering systems, including education. Develops applied competencies in analyzing values and needs of decision makers and articulation and assessment of program objectives (both process and product). Emphasis on building efficient, ongoing evaluation systems.

## **SCOUN-733 Lifespan Career Development**

3 cr.

Repeatable for Credit: No

Study and application of career development and theories from a lifespan perspective. Examination of established and emerging labor-markets, economic and social forces likely to impact career development and choice. Access, implementation, and evaluation of information systems. Application of assessment tools and techniques.

## **CTE-739 Introduction to Research in Career and Technical Education**

1 cr.

Repeatable for Credit: No

Centered around review of current research, identification of topics open to research, and development of a topic into a research proposal.

Explore several topics, developing one into an introduction, statement of the problem, significance of the problem, limitations, and definition of terms. Develop competencies in using the University Library, appropriate form and style, and the types of research papers.

## **Research Requirement with Thesis (6 credits)**

## **CTE-735 Problems In Career and Technical Education**

2 cr.

Repeatable for Credit: No

Identification, selection, and completion of a problem in career and technical education culminating in a Plan B paper.

## **EDUC-740 Research Foundations**

4 cr.

Repeatable for Credit: No

Introduction to basic concepts and principles in educational research. Utilizes mastery grading and elements of individualized instruction. Prepares students for their own graduate research experience and to be articulate consumers of research.

## **No Research Paper Option (6 credits)**

*Choose two courses.*

## **INMGT-600 Organizational Leadership**

3 cr.  
Repeatable for Credit: No  
Addresses the leader's role in accomplishing organizational objectives through the management and development of followers. Concepts of organizational and individual behavior serve as a foundation for the development of leadership skills such as communication, motivation, leading, team building, building credibility, and conflict management.

## **INMGT-616 People Process Culture**

3 cr.  
Repeatable for Credit: No  
A study of high performing people process culture organizations integrating sociology, applied psychology, and organization behavior subject matter areas.  
*Prerequisite: take either INMGT-600 or PSYC 582*

## **INMGT-750 Organization Development**

3 cr.  
Repeatable for Credit: No  
A blend of theory, evidence based research, and practice, developing students as leaders of organizational change. Learn skills specific to the field: theories and models, the process, research, and application of organization development principles. Develop and lead strategic change initiatives to enable organizations to be competitive.  
*Prerequisite: take INMGT-600*

## **EDPSY-730 Advanced Psychology of Learning for Instruction**

2 cr.  
Repeatable for Credit: No  
Theories of learning with applications and implications to the learning environment. Biological bases and psychoeducational models with an examination of instruction and the learning conditions and strategies that promote the acquisition and transfer of knowledge in children, adolescents, and adults.

## **EDUC-750 Curriculum Theory and Practice**

2-3 cr.  
Repeatable for Credit: No  
A study of curriculum theory and its theoretical application. A historical and sociological analysis of curriculum and its ideological sources and influences; writing educational objectives, identifying varieties of curriculum knowledge; specifying a variety of curriculum methodologies and conducting curriculum evaluation.

## **Preparation for Further Development**

*The student should confer with the program adviser in choosing the elective credits to complete the 30-hour degree requirements. There is considerable flexibility in the program with regard to electives, and they may be taken as needed to fulfill the individual goals and objectives of the student. Generally, if appropriate to your goal, electives may be chosen from your technical field. Persons preparing to teach will select*

*advanced courses in their subject field. This bulletin lists graduate level technical courses, which are available for graduate credit in certain individual situations. Students are urged to investigate advanced subject matter courses suitable to their particular teaching field; in some teaching areas, it may be desirable to transfer them from another institution. However, prior approval to take any course should be obtained.*

## Clinical Mental Health Counseling, M.S.

Go to [program website](#)

### Introduction

**Master of Science Degree** The Clinical Mental Health Counseling program is a nationally accredited program (accredited by the Council for Accreditation of Counseling and Related Educational Programs: (CACREP) that provides students with the assessment, diagnosis, prevention, and treatment skills necessary for helping with behavioral and emotional difficulties of clients from diverse backgrounds. Training in clinical mental health counseling services includes the theories of counseling and psychotherapy, grief and trauma, family systems theories, human and career development, and psychological assessment, as well as understanding and remediation of the causes of mental illness. Mental health counselors work with individuals, groups, couples, and families for the purpose of treating psychopathological conditions and optimizing human growth and development.

The Clinical Mental Health Counseling program is designed to prepare students for the National Counselor Examination (NCE) and meets the state of Wisconsin's requirements to become a Licensed Professional Counselor (LPC). It also allows the opportunity for students to develop specialized areas of training through various concentrations. These concentrations include: Alcohol and Drug Abuse Counseling; Career Counseling; Child and Adolescent Counseling; Eating Disorders Counseling; and Gerontological Counseling.

### Admission

To be admitted with full status to this program, the applicant must hold a bachelor's degree from an accredited college and have an overall grade point average of at least 2.75. Applicants may be admitted on probationary status if their overall grade point average is at least 2.5, but less than 2.75. Both the Graduate School Application form (*obtainable from the Graduate School office or online at <http://www.uwstout.edu/grad/prospect/apply.cfm>*) and a Program Application form (*obtainable from the program director or online at <http://www.uwstout.edu/programs/msmhc/apply.cfm>*) must be submitted by each applicant and include the documents identified on each form. Applicants must have presented and filed all required admissions documents by February 1 for summer and fall terms, and October 1 for the spring term. After committee review and a group interview, notification of acceptance will be made by March for summer and fall terms, and early-November for the spring term. Students will be evaluated on the basis of academic performance, admissibility to the Graduate School, writing ability, level of experience in the human services field, applicability of educational experiences, letters of recommendation, the group interview process, and subsequent rankings of a screening committee.

### Requirements

The degree requires a minimum of 60 credit hours. Transfer credits may not exceed 20. A passing grade is required on the comprehensive examination taken near the end of the program. Students must be approved for degree candidacy at the appropriate time and follow an approved program plan, developed in conjunction with the program director. A minimum 3.0 grade point average must be maintained on all courses in the plan.

## General Requirements

### Master of Science Degree

Total for graduation	60-63 credits
Core Requirements	54 credits
Concentrations	6-9 credits

### Core Requirements (54 credits)

## **COUN-715 Foundations of Clinical Mental Health Counseling**

3 cr.

Repeatable for Credit: No

Professional, ethical, and legal issues in mental health and AODA counseling. National and Wisconsin credential standards for mental health and AODA counseling practice. Regional mental health and AODA practice settings. Public policy issues in mental health and AODA counseling. Must be accepted into the M.S. in Clinical Mental Health Counseling program

## **COUN-719 Crisis and Trauma Counseling**

3 cr.

Repeatable for Credit: No

Clinical implications of significant personal loss by trauma, life transition, disease, disability and bereavement. Evidence-based approaches to grief counseling, the neurocognitive impact of trauma, and theoretically grounded approaches to trauma counseling. Emphasis will be on clinical skill integration in the context of grief and trauma.

## **COUN-721 Alcohol and Drug Abuse Treatment Programs**

3 cr.

Repeatable for Credit: No

Psychological factors in alcohol and drug abuse. Treatment programs and approaches used by alcohol and drug abuse counselors.

## **COUN-723 Psychopathology: Assessment and Treatment Planning**

3 cr.

Repeatable for Credit: No

Training in the use of the current edition of the diagnostic and statistical manual (DSM) for assessment of mental disorders; use of behavioral and psychometric assessment procedures; treatment planning.

## **COUN-725 Social and Cultural Issues in Counseling**

3 cr.

Repeatable for Credit: No

Major concepts, theoretical perspectives, professional issues, and skills of effective counseling related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, and socio-economic status.

## **COUN-750 Counseling Theory**

3 cr.

Repeatable for Credit: No

History and theories of counseling and psycho- therapy: psychoanalytic, humanistic/existential, cognitive/behavioral, family systems, feminist, and others. Underlying personality theory. Integration and eclecticism in counseling practice. Illustrative practical applications. Integration of counseling theory into a personal counseling style.

## **COUN-752 Group Dynamics**

3 cr.

Repeatable for Credit: No

Theoretical and experiential understandings of group work, dynamics/development, and leadership approaches. Small group experience and supervised training in essential group leadership skills. Design and implementation of different types of groups for diverse populations in varied professional settings.

*Prerequisite or Corequisite: COUN-788*

## **COUN-788 Counseling Process Laboratory**

3 cr.

Repeatable for Credit: No

Basic attending and influencing skills used in the one-to-one and one-to-group situations involving laboratory experiences, such as counseling, feedback, critiquing, modeling, assessing and evaluating.

*Prerequisite or Corequisite: COUN-750*

## **COUN-789 Clinical Mental Health Diagnosis and Treatment Planning**

3 cr.

Repeatable for Credit: No

Training in the theory and practice of cognitive- behavioral, and solution-focused treatment models. Assessment, intervention, and self-management strategies through this approach will be emphasized. Application of cognitive-behavioral techniques to human problems.

*Prerequisite: take COUN-750*

## **COUN-793 Mental Health Counseling Practicum**

3 cr.

Repeatable for Credit: No

Minimum of 150 hours of closely supervised counseling experience in an appropriate mental health setting. Regular seminars and individual supervision sessions required.

*Prerequisite: take COUN-788*

## **COUN-794 Mental Health Counseling Internship**

2-6 cr.

Repeatable for Credit: Yes

Minimum of 200 hours of supervised experience in a mental health or AODA setting for two credits. Applied professional experiences, including individual, group, marriage and/or family counseling; intake interviewing; diagnosis; psychological testing; treatment planning; consultation and outreach; referrals; and/or documentation. Repeatable to 6 credits (600 hours).

*Prerequisite: take COUN-793*

## **HDFS-742 Lifespan Family and Human Development Seminar**

3 cr.

Repeatable for Credit: No

Human development theory; research, changing trends and issues are explored with focus upon family life cycle variations. Emphasis is given to the application of scientific knowledge to select issues and thematic narratives of lifespan development as well as to information regarding child development in families and their sociocultural contexts.

## **MFT-751 Contemporary Couples and Family Therapy**

3 cr.

Repeatable for Credit: No

Study of contemporary theories of couples and family therapy. Assessment and treatment for children, adolescents, adults, couples, parents and families.

## **REHAB-711 Psychological Testing and Assessment in Rehab and Counseling**

3 cr.

Repeatable for Credit: No

Overview of common individual and group approaches to psychological assessment used within rehabilitation and counseling environments with an emphasis on selection, evaluation, administration, scoring and interpretation of standardized tests for diverse populations.

## **REHAB-715 Research in Rehabilitation and Counseling**

3 cr.

Repeatable for Credit: No

Basic research methods and design used to determine the effectiveness of rehabilitation services and outcomes. Statistical techniques, research terminology and design, ethical and legal implications of human subjects' research in quantitative and qualitative research applications. Critically analyze research and skill application through development of a practice-related research proposal.

## **SCOUN-733 Lifespan Career Development**

3 cr.

Repeatable for Credit: No

Study and application of career development and theories from a lifespan perspective. Examination of established and emerging labor-markets, economic and social forces likely to impact career development and choice. Access, implementation, and evaluation of information systems. Application of assessment tools and techniques.

## **SCOUN-777 Law and Ethics for Counseling Professionals**

3 cr.

Repeatable for Credit: No

Legal and ethical issues encountering mental health, school counselors and school psychologists. Investigation of laws, legal systems, professional ethics, administrative codes, history and trends in the field, and other legal issues as applied to professional practice of counseling professionals.

## Concentrations (6-9 credits)

*Students select one of the following concentrations:*

### Alcohol and Other Drug Abuse Counseling (7 credits)

#### **COUN-720 Psychopharmacology**

2 cr.

Repeatable for Credit: No

Overview of abused street and prescription drugs and the legitimate use of psycho-pharmaceutical medicine. Fundamental concepts of neuroanatomy and neurochemistry. Medications for the treatment of substance abuse disorders and chronic pain management. Signs and symptoms of drug toxicity, drug interactions and side effects. Crisis intervention strategies.

#### **COUN-722 Advanced Topics in Compulsive Behavior Disorders**

3 cr.

Repeatable for Credit: No

Psychology of shame and its relationship to substance abuse and other compulsive behaviors. Overview of prominent topics in compulsive behavioral disorders including substance abuse, gambling, eating, spending money, sex, internet, and other excessive and harmful behaviors. Advanced counseling skill development through psycho-education presentations and hypothetical problem solving. Ethical issues in counseling.

*Prerequisite: take COUN-721*

#### **COUN-724 Adolescent Substance Abuse Counseling**

2 cr.

Repeatable for Credit: No

Major adolescent developmental concepts, current trends, and culturally sensitive approaches in the assessment, prevention and treatment of adolescent substance abuse.

*Prerequisite: take COUN-721*

### Career Counseling (8 credits)

#### **CTE-502 Principles of Career and Technical Education**

2-3 cr.

Repeatable for Credit: No

Importance of career and technical education (workforce education) to American society and the individual. Actively apply principles into practice. Formulate a philosophy of workforce education based on personally held principles and demonstrated practices.

#### **REHAB-717 Career Development and Job Placement**

3 cr.

Repeatable for Credit: No

Application of career development, occupational information, occupational analysis, and placement concepts to the practice of career counseling and job placement of persons with disabilities. Includes career development theories, occupational information systems, job development/search techniques and issues affecting career decision-making and employment for persons with disabilities.

## **REHAB-723 Rehabilitation Counseling Assessment and Planning**

3 cr.

Repeatable for Credit: No

Knowledge and application of assessments in rehabilitation counseling for diagnosis and treatment planning. Implementation of clinical skills for diagnostic interviewing, needs analysis, and evaluating relevant information for program and career planning, including career and work related assessments. Integrate assessment results into rehabilitation planning.

## **Child and Adolescent Counseling (7 credits)**

### **COUN-761 Counseling Children and Adolescents**

3 cr.

Repeatable for Credit: No

Concepts and developmental approaches to counseling with children and adolescents. Integration of culturally responsive strategies, identification of at-risk behavior and prevention, and strategies to work with parents and families.

### **COUN-647 Assessment and Treatment of Eating Disorders**

2 cr.

Repeatable for Credit: No

Description and diagnostic criteria for anorexia nervosa, bulimia nervosa, obesity, and compulsive overeating. Psychological, sociological, and familial influences on the development of the disorders. Assessment instruments, approaches, and treatment considerations.

### **COUN-724 Adolescent Substance Abuse Counseling**

2 cr.

Repeatable for Credit: No

Major adolescent developmental concepts, current trends, and culturally sensitive approaches in the assessment, prevention and treatment of adolescent substance abuse.

*Prerequisite: take COUN-721*

### **SCOUN-705 Play Therapy**



2 cr.

Repeatable for Credit: No

Study of play therapy theory, research, and utility in school and clinical settings. Application of play-based assessment, treatment planning, and therapeutic skills through supervised laboratory experience.

## Eating Disorders (6 credits)

### **COUN-647 Assessment and Treatment of Eating Disorders**

2 cr.

Repeatable for Credit: No

Description and diagnostic criteria for anorexia nervosa, bulimia nervosa, obesity, and compulsive overeating. Psychological, sociological, and familial influences on the development of the disorders. Assessment instruments, approaches, and treatment considerations.

### **COUN-722 Advanced Topics in Compulsive Behavior Disorders**

3 cr.

Repeatable for Credit: No

Psychology of shame and its relationship to substance abuse and other compulsive behaviors. Overview of prominent topics in compulsive behavioral disorders including substance abuse, gambling, eating, spending money, sex, internet, and other excessive and harmful behaviors. Advanced counseling skill development through psycho-education presentations and hypothetical problem solving. Ethical issues in counseling.

*Prerequisite: take COUN-721*

### **COUN-745 Treating Personality Disorders**

1 cr.

Repeatable for Credit: No

Diagnosis, assessment, and treatment of personality disorders as defined in the current edition of the Diagnostic and Statistical Manual (DSM). Underlying belief systems associated with the various personality disorders. Therapeutic strategies useful in working with individuals with personality disorders.

*Prerequisite: take COUN-723*

## Gerontological Counseling (9 credits)

### **COUN-694 Counseling Older Persons**

2-3 cr.

Repeatable for Credit: No

Training service providers in counseling skills and gerontology through discussion, observation and supervised counseling experiences.

### **HDFS-532 Death and Bereavement**

3 cr.  
Repeatable for Credit: No  
Significance of death and bereavement for the American culture, individual and family. Special consideration given to major tasks of grieving for children and adults.

## **HDFS-540 Human Development: Late Adulthood**

3 cr.  
Repeatable for Credit: No  
Survey of the field of gerontology focusing on what it means to grow old in the United States from a systemic perspective. Multicultural attitudes toward aging; the psychological, physical, social and economic needs and problems of the older population are addressed. Consideration will be given to the personal, familial, environmental and social resources of the older population.

## **No Concentration Option (6 credits)**

*Take 6 credits of electives.*

## **Note(s):**

*Must earn a "B" or better in all courses.*

## **Conservation Biology, P.S.M**

Go to [program website](#)

## **Introduction**

**Professional Science Master's Degree** The Professional Science Master's degree in Conservation Biology combines conservation science curriculum with a professional component designed to provide graduates with the necessary skills for a career in business, industry, government, or nonprofit agencies. The program offers opportunities in molecular ecology, water quality/limnological sciences, and fishery and wildlife science. Conservation biologists strive to preserve species diversity in fragmented habitats, reintroduce populations to native territory as part of planned management strategies, and protect native populations threatened by invasive species. Biodiversity is the Earth's greatest nonrenewable resource. Due to increasing population size, global climate change and the substantial rise in global trade practices, conserving biodiversity at the population level, species level, or ecosystem level is one of the chief concerns of scientists. There is significant industry and agency need due to accelerated degradation of water resources, increasing population size, concerns about global climate change, the associated ecological impacts on bodies of water, and increasing demands on industry to comply with environmental laws and regulations. Blending research and theory with practice produces innovative solutions to real world problems, benefiting students, employers, and society as a whole.

## **Admission**

Admission requirements for the program include:

- a bachelor's degree in biology, environmental science or a science-related field from an accredited institution;
- a grade point average of 3.0 or higher.

Those with a non-science-related degree may be admitted as "Probationary Status" upon completing one of the three following conditions:

completion of select coursework with a grade of "B" or better or evidence of equivalent courses/professional knowledge.

## Requirements

Requirements for the degree include a minimum of 31 semester hours comprised of graduate-level courses and a field experience or internship. Students build on the graduate level biology core by selecting additional courses that are tailored according to their individual career goals.

## General Requirements Professional Science Master Degree

Total for graduation	31-34 credits
Core Requirements	16-19 credits
Selectives	9 credits
Professional Selectives	6 credits

### Core Requirements (16-19 credits)

#### **BIO-710 Biological Research Foundations**

2 cr.  
Overview of original research process in the biological sciences, including identification of research topics, literature review, and development of a research proposal.

#### **BIO-730 Conservation Biology**

4 cr.  
Repeatable for Credit: No  
Introduction to the field of conservation biology; including drivers that impact biological diversity and cutting-edge practices to maintain and rehabilitate the diversity of biological communities and populations. Also habitat destruction and fragmentation; ecological function and services, invasive species, extinction, conservation theory, practices, and case studies, and human impacts on biodiversity.

#### **BIO-749 Cooperative Education Experience**

1 cr.-5 cr.  
Repeatable for Credit: Yes  
Work and studying an approved training department in business, industry, or government. May be recurring, and consists of supervised work/study periods. Any recurring work/study periods would be designed to build upon previous experiences in the course.

#### **BIO-798 Field Experience in Conservation Biology**

1-6 cr.

Repeatable for Credit: Up to 6 credits

An unpaid field experience in conservation biology, in an approved position consisting of a minimum of 360 hours of work experience. Student learning objectives, employer evaluations, student evaluation, interim reports, and a final written report and oral presentation are required.

Instructor consent.

## **STAT-730 Biostatistics I**

3 cr.

Repeatable for Credit: No

Statistical analysis in biological and health sciences using case study examples. Review of descriptive statistics. Discrete and continuous probability models in biostatistics, parametric and non-parametric inference in biostatistics (estimation and tests of hypotheses), correlation, and linear, polynomial, nonlinear and logistic regression.

## **STAT-731 Biostatistics II**

3 cr.

Repeatable for Credit: No

Advanced statistical analysis of biological data focusing on health science and conservation using case study examples. Design of experiments, single-factor and multi-factor ANOVA, multivariate analysis, multiple linear regression, least-squares estimation, stepwise procedures, partial F-tests, model aptness, data reduction techniques, principles component analysis, discrimination and classification techniques, discriminant and cluster analysis.

*Prerequisite: take STAT-730*

*Students must choose one of the options listed below.*

Option 1 - Non-Thesis:

## **ENGL-615 Technical Writing**

3 cr.

Repeatable for Credit: No

On-the-job writing for business and industry; reports, letters and other documents.

Option 2 - Plan B:

## **BIO-735 Field Problems in Conservation Biology**

1 cr.-3 cr.

Repeatable for Credit: Yes

Completion of an original field project for business or industry, culminating in a deliverable for a client and a project report presented in a research project format.

Option 3 - Plan A:

## **BIO-770 Thesis-Conservation Biology**

1-6 cr.

Repeatable for Credit: Yes

Independent research under direction of research advisor. Selection of problems and questions, development of outline, review of literature, compilation of bibliography, choice of methods, conclusion of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for variable hours of credit in various terms with a final total of six.

Prerequisite: take BIO-710

## Selectives (9 credits)

*Choose 9 credits from the following, other course approved by program director:*

### **BIO-523 Dendrology**

3 cr.

Repeatable for Credit: No

Identification, collection, and biology of woody plant species, including trees, shrubs, and vines. Emphasis on species and systems from the Upper Midwest and economically valuable species.

### **BIO-525 Aquatic Vascular Plant Taxonomy**

3 cr.

Repeatable for Credit: No

Identification and collection of plant species located in aquatic habitats: lakes, rivers, and wetlands. Plant and community adaptations to aquatic and wetland environments. Emphasis on species and systems from the Upper Midwest.

### **BIO-650 Aquatic Ecology and Management**

4 cr.

Repeatable for Credit: No

Principles of lake ecology, water resources degradation, management, and restoration. Diagnosis of water quality problems and solutions with emphasis on field research techniques, empirical modeling, and nutrient budgetary approaches. Integrated research/service experiences.

### **BIO-660 Epidemiology**

3 cr.

Repeatable for Credit: No

Principles of epidemiology, determinants of major public health problems including infectious and chronic diseases, environmental health, and emerging threats.

### **BIO-662 Environmental Toxicology**

3 cr.

Repeatable for Credit: No

Environmental toxins found in the air, water, and soil and their impacts on the health and well-being of humans, animals, and plants. Detection, measurement, analysis, and regulation of select classes of contaminants, including emerging contaminants of concern.

## **BIO-725 Wildlife Conservation and Management**

3 cr.

Repeatable for Credit: No

Strategies and paradigms for conservation and management of terrestrial wildlife. North American Model, regulations, human-wildlife conflict, life histories and population dynamics, habitat management, and adaptive management.

Graduate standing, admittance to the PSM Conservation Biology program.

## **BIO-733 Conservation Genetics**

3 cr.

Repeatable for Credit: No

Focus on tools used to measure and evaluate genetic diversity within and among populations, estimate population parameters that are important for maintenance of genetic diversity, infer historical demography, delineate new species and their phylogenetic placement, and develop appropriate mitigation plans for at-risk species.

## **BIO-789 Advanced Experience in Conservation Biology**

1-3 cr.

Repeatable for Credit: No

Self-directed exploration in advanced biology. Specific content developed by student in consultation with faculty supervisor.

Instructor consent.

- SMGT-7XX Any of the Sustainable Management courses listed below\*

## **Professional Selectives (6 credits)**

*Choose 6 credits from the following, or other course approved by program director:*

### **BUACT-730 Financial and Cost Analysis**

3 cr.

Repeatable for Credit: No

Overview of financial accounting concepts and analysis combined with a strong emphasis on manufacturing costs and managerial decision making. Application of cost information in the strategic planning and measurement process for corporations, including capital budgeting.

### **BUMGT-760 Strategic Planning & Deployment**

2 cr.

Repeatable for Credit: No

Introduction to corporate planning, strategy and policy. Orientation to generalized planning process and the outputs of planning system. A discussion of planning decision sub-system, strategic information sub-system, planning organizational sub-system and planning management sub-system.

Instructor's Consent Required

## **ENGL-615 Technical Writing**

3 cr.

Repeatable for Credit: No

On-the-job writing for business and industry; reports, letters and other documents.

## **INMGT-718 Advanced Quality Management**

3 cr.

Repeatable for Credit: No

Compare and contrast the philosophical frameworks advocated by celebrated quality experts such as Deming, Juran, and Crosby. The role of leadership will be related to strategic planning and quality improvement. Metrics will be analyzed as to how their use can lead to quality and business performance improvements.

## **COMST-710 Advanced Interpersonal Communication for Professionals**

3 cr.

Repeatable for Credit: No

Study of interpersonal communication theory applied to organizational and professional contexts.

- SMGT-7XX Any of the Sustainable Management Professional courses listed below\*

## **Applicable SMGT Selective courses (3 credits)**

*Choose 3 credits from the following to satisfy the Selectives category.*

## **SMGT-700 Cultural and Historical Foundations of Sustainability**

3 cr.

Repeatable for Credit: No

The changing relationships of humans to the natural environment: changes in dominant scientific perspectives and the process of scientific debate. The quest for understanding, manipulating, and dominating the natural world. Cultural and organizational structures; the role and impact of technology; the systems approach to problems solving and its implications for the future.

Instructor's Consent Required

## **SMGT-710 The Natural Environment**

3 cr.

Repeatable for Credit: No

The role of humans in the biosphere; human impacts on natural systems (natural cycles, climate, water, energy, bio-systems, ecosystems). Use of case studies, some pre-reading, carbon cycle as a unifying theme. Disturbance pollution and toxicity, carrying capacity and natural capital.

Instructor's Consent Required

## **SMGT-720 Applied Research and the Triple Bottom Line**

3 cr.

Repeatable for Credit: No

Document and project internal and external costs resulting from the inseparability of the natural, social, and economic environments. Assess sustainability issues using basic modeling techniques; cause and effect, root cause analysis, regression analysis, and business scenario-based cases.

Instructor's Consent Required

## **SMGT-730 Policy, Law, and the Ethics of Sustainability**

3 cr.

Repeatable for Credit: No

Policy, law and ethics regarding sustainability of economic development and emerging national and international environmental challenges. The role of domestic and international enforcement agencies and commissions such as the Department of Interior, United Nations Environment Programme, in building a more just, prosperous, and secure environmental common future.

## **SMGT-740 Economics of Sustainability**

3 cr.

Repeatable for Credit: No

Understand the economy as a component of the ecosystem within which it resides, with natural capital added to the typical analysis of human, social, built, and financial capital. Explore traditional micro, macro, and international trade theory and policy and the implications of sustainability.

Instructor's Consent Required

## **SMGT-750 The Built Environment**

3 cr.

Repeatable for Credit: No

The assessment of the intersection of the built environment and human needs: water, air, food, waste, transportation, health care and education. Focus on evaluation and analysis of energy technology systems and building efficiency in the context of facilities management.

Instructor's Consent Required

## **Applicable SMGT Professional Selective courses (3 credits)**

*Choose 3 credits from the following to satisfy the Professional Selectives category.*



## **SMGT-760 Geopolitical Systems**

3 cr.

Repeatable for Credit: No

Examination of decision making and public policy for sustainability at the national, state, and local level; emphasizing social, economic, and political factors that affect decisions within the public, nonprofit, and private sectors; and decisions designed to foster achievement of sustainability.

Instructor's Consent Required

## **SMGT-770 Leading Sustainable Organizations**

3 cr.

Repeatable for Credit: No

Macro-level perspective on leading sustainable organizations. topics include organizational change and transformation processes, strategic and creative thinking, organizational structures and their impacts, conflict management and negotiation, stakeholder management and situational leadership styles and behaviors. How organizational leaders develop and enable sustainable organizations, especially in times of environmental change.

Instructor's Consent Required

## **SMGT-780 Corporate Social Responsibility**

3 cr.

Repeatable for Credit: No

Evaluation of risks and potential impacts in decision making and recognizing the links between the success of an organization and the well being of a community. Integrating corporate social responsibility throughout an organization, creating metrics and communicating CSR policies internally and externally. Development of best practices in an organization pertaining to corporate social responsibility.

Instructor's Consent Required

## **SMGT-782 Sustainable Supply Chain Management**

3 cr.

Repeatable for Credit: No

Planning, organizing and controlling the organization's supply chain based on the triple bottom line; use of total cost analyses and product/process life cycles to lead strategy and operations decisions. Impacts of sourcing, reverse logistics and service supply chains on organizational performance and the resulting carbon, water and pollution footprints are considered.

*Prerequisites: take SMGT-720 and SMGT-740*

## **SMGT-784 Sustainable Water Management**

3 cr.

Repeatable for Credit: No

Practical applications of sustainability in aquatic environments. Topics include water and health, water quality and quantity, governance, assessing the aquatic environment, water treatment technologies, environmental mitigation, and impacts of climate change. Emphasis will be on selected areas of interest from the perspective of public health, engineering, and municipal conservation management.

Instructor's Consent Required

## SMGT-785 Waste Management and Resource Recovery

3 cr.

Repeatable for Credit: No

Practical issues of sustainability in waste management. The generation, processing, management and disposal of municipal, industrial and agricultural waste with an emphasis on the technical, economic and environmental aspects of various recovery processes. Also, producer responsibility and design for environment and life cycle analysis.

Instructor's Consent Required

## Construction Management, M.S.

Go to [program website](#)

## Introduction

**The Master of Science (M.S.)** in Construction Management is a career-advancing degree congruent with the polytechnic mission of UW-Stout. Through online, blended learning, and flexible schedules, the program offers working adults the flexibility to complete an advanced degree while working in the industry. The program will integrate applied learning, scientific theory, and principles of leadership, critical thinking, humanistic understanding, creativity, and research to solve real-world problems in construction. This approach helps to advance the careers of construction managers while increasing their capacity to help grow the economy and serve the global built environment industry.

## Admission

To be admitted with full status to the program, the applicant must have a bachelor's degree in construction or in a construction-related field from an accredited institution, a grade point average of 3.0 or higher, and demonstrated experience in the discipline as evidenced by a resume.

## Primary Evaluation Processes

The primary processes used to evaluate program and academic progress include course grades, research topic approval and evaluation, and program specific assessments.

## Requirements

Requirements for the degree include a minimum of 30 semester hours comprised of graduate-level courses. Students must fulfill a research assessment component through the completion of a thesis paper or professional seminar and research paper in addition to required coursework as follows:

## General Requirements Master of Science Degree

Total for graduation	30 credits
Research Preparation	3 credits
Professional component	21 credits
Research Assessment	6 credits

### Research Preparation (3 credits)

## **INMGT-700 Organizational Research Methods**

3 cr.

Repeatable for Credit: No

Quantitative and qualitative approaches to organizational and industrial research. Application of appropriate research tools to understand interpersonal relationships, analyze and design jobs, organizations and systems. This course should be taken the next to last semester in a student's coursework. Development of a research proposal that may be used to complete master's level field project/thesis.

## **Professional Component (21 credits)**

Students must complete 4 of the following courses:

### **AEC-660 Sustainable Construction**

3 cr.

Repeatable for Credit: No

Survey of principles of sustainable construction, including building design and delivery methods. Ethics and stewardship as part of the constructor's role in the built environment. Examination of domestic and global Green building assessment systems. Emphasis is placed on preparing the student for the LEED building assessment system.

### **AEC-661 Building Codes and Regulations**

3 cr.

Repeatable for Credit: No

Extensive examination of the International Building Code. Intent and purpose of codes and regulations are presented, discussed, and reasoned. Contemporary issues in the construction industry are evaluated by students. Particular emphasis is placed on preparing the student for the ICC Certified Inspector examination.

### **AEC-702 Construction Logistics and Project Planning**

3 cr.

Repeatable for Credit: No

Leaders in today's construction industry employ logistics and project planning to improve productivity, efficiencies, and profitability. This course will develop the learner's understanding of tools, technologies, and advanced management processes used during all phases of the construction project and explore development and implementation of comprehensive material and site logistics and planning.

### **AEC-703 Construction Project Delivery Systems**

3 cr.

Repeatable for Credit: No

Develop an advanced level of student's knowledge and critical awareness for procuring construction management projects, including complex project factors that influence choice of appropriate procurement systems. Learning advanced understanding of contractual forms available in the

construction industry, alternate project delivery (APD) systems, and their appropriateness in various construction scenarios.

## **AEC-704 Construction Strategy, Economics and Finance**

3 cr.

Repeatable for Credit: No

Develop application of economic and financial strategies in construction, including extensive analysis of competitive forces in a construction organization. Examination of micro- and macroeconomic forces that influence the construction industry, particularly in federal, state and local governments. Examination of capital for both long- and short-term financing construction projects.

## **AEC-710 Architectural Preservation**

3 cr.

Repeatable for Credit: No

In-depth examination of the principles and practices of architectural preservation. Addresses subjects of architectural history, intervention approaches, government preservation agencies, and technical, legal, and economic aspects related to preservation.

## **AEC-711 Environmental Concerns in Construction**

3 cr.

Repeatable for Credit: No

Human health and environmental impacts of the built environment. Sustainable inputs, outputs, and impacts of construction materials. Embodied energy and carbon of construction materials are evaluated.

## **RC-725 Process Hazard Management**

3 cr.

Repeatable for Credit: No

Understanding and proper application of various process hazard management techniques. Identify hazards, assess their risk frequency and severity; define countermeasures (mitigation and elimination).

*Requires program director approval.*

## **Research Assessment (6 credits)**

Students must complete one of the following options:

Plan A:

- AEC-770 Thesis (6.00 cr.)

## Plan B:

- AEC-730 Professional Seminar (3.00 cr.)
- AEC-735 Research Paper (3.00 cr.)

## Design, M.F.A.

Go to [program website](#)

## Introduction

**Master of Fine Arts** The MFA in Design provides a unique and collaborative program that engages students across a wide range of design disciplines. The MFA in Design is a terminal degree that qualifies graduates for careers in higher education as well as work in a range of professional positions within the design industry and other creative fields.

Graduates of this degree program will: 1) demonstrate professional competence in the creation of works in art and design; 2) produce work that shows the integration of knowledge and skills in a selected area of research; 3) complete studies associated with a subfield in design and 4) produce a final thesis project that demonstrates mastery of the field/ discipline.

Options provided in this program encourage collaboration across other disciplines to meet the anticipated needs of students, higher education, and the practicing design profession. Cross-disciplinary coursework includes the areas of industrial design, graphic design, interior design, game design, entertainment design, interactive media, studio art, and design history. Students take 30 credits of required "core" courses and select the remaining 30 credits from a wide array of options to support their professional goals.

Graduates of the MFA in Design will be able to: 1-Demonstrate an understanding of the global, cultural, and technological context of design, 2-Engage in collaboration across disciplines to address advanced design problems and create innovation, 3-Critique processes and methodologies used in contemporary design practice, 4-Evaluate design perspectives and precedents related to process, aesthetics, creativity, and societal need, 5-Explore and utilize appropriate design methods and tools to support creative and theoretical research, 6-Implement ethical research, leadership, and business methods in personal design practice, 7-Practice sustainable and responsible design, 8-Identify and apply appropriate methodologies to design education, practice, and research, 9>Create and evaluate advanced design solutions, and 10-Disseminate novel design-related knowledge.

## Admission

To apply for admission to the MFA in Design program, students will submit the following materials:

- Completed Graduate School Application
- Completed MFA in Design Program Application - The application will require a visual portfolio, a personal statement of goals and objectives for graduate study, a resume, and three letters of recommendation.

The minimum GPA for entrance is 3.0. Applicants should have obtained, at a minimum, a bachelor's degree in design, art or a related field prior to applying to the program.

In addition to the Graduate School processing of applicants, the MFA in Design program director will convene a selection committee comprised of tenured/tenure-track faculty members from the School of Art and Design to review application materials and recommend admission.

## Requirements

The requirements for this degree include (a) a minimum of at least 60 semester hours of graduate credit with an overall graduate grade point average of 3.0 or better, with a minimum of 30 credits at 700-level or above, and a minimum of 39 credits in studio-based courses, (b) successful creative thesis project completion, (c) approval for degree candidacy at the appropriate time, (d) program requirement completed in seven years.

## General Requirements

# Master of Fine Arts Degree

Total for graduation	60 credits
Core Curriculum	30 credits
Selectives	21 credits
Professional Selectives	9 credits

## Core Curriculum (30 credits)

### DES-700 Design Seminar I

3 cr.

Repeatable for Credit: No

Introduction to design practice, research, methodology and processes with a focus on establishing graduate work trajectory.

### DES-710 Ethics in Design

3 cr.

Repeatable for Credit: No

Ethics related to professional design practice and creative scholarship.

Instructor's Consent Required

### ARTH-720 History of Design Seminar

3 cr.

Repeatable for Credit: No

Focused study of the history and methodology of design.

### ARTH-756 Special Topics in Design History

3 cr.

Repeatable for Credit: Yes

Focused study of topics within Design History, for example Japanese Design (non-Western); Walt Disney (American); The Bauhaus (European).

### DES-712 Sustainable Design Practice

3 cr.

Repeatable for Credit: No

Advanced exploration and evaluation of current environmental design standards, business practices, and materials as they apply to sustainable design.

## **DES-725 Research Strategies in Design**

3.0 cr

Repeatable for Credit: No

Introduction to design research methods that inform and inspire the design process. Human, end-user, and participatory-centered methods, ethnographic, qualitative, and other alternative methods. Students create designs, implement appropriate design research method(s), integrate ethical practices, and explore various visual representational techniques of information and data analysis.

Department consent

Must be enrolled in the MFA in Design

## **DES-730 Critical Issues in Design Education and Practice**

3 cr.

Repeatable for Credit: No

Overview of professional design issues in higher education, industry, and the broader community.

Department Consent Required

Must be enrolled in the MFA in Design

## **DES-800 Design Seminar II**

3 cr.

Repeatable for Credit: No

Directed exploration through formative stages of design thesis development, identification of research adviser and thesis committee, culminating in formal thesis proposal and presentation for approval of thesis. Should be taken one, no more than two, terms prior to registering for design thesis.

Department Consent Required

*Prerequisites: take DES-700, DES 725 , DES-730; must be enrolled in MFA Design*

## **DES-870 Creative Thesis in Design**

3-6 cr.

Repeatable for Credit: Yes

Independent design research project production and implementation under direction of primary research adviser and committee. Requires final presentation to thesis committee, public dissemination (i.e., exhibition, lecture), and completion of a written Master's report describing, framing, illustrating, and supporting the design work.

Department Consent Required

*Prerequisites: take DES-800; must be enrolled in MFA Design*

## **Focus Curriculum (21 credits)**

### **Design/Art Studio Selectives**

*Selected art/design studios supporting focus of study as approved by graduate program director; must be 500-level or above.*

- ART-XXX Art Studio electives (5XX or 6XX) or

- DES-XXX Design electives (5XX or 6XX)
- Approved studio independent study (credit varies)

## Focus Electives (9 credits)

*Selected cross-disciplinary work supporting focus of study; 3 credits must be studio based and approved by graduate program director.*

- Focus electives (5XX or greater) from other Customized Instruction Graduate Programs on campus.

## Education, M.S.

Go to [program website](#)

## Introduction

**Master of Science Degree** The purpose of the education program is to prepare individuals to work as professional educators, or to enhance the skills they already have. The focus of the course work in the program is on the learner, teacher behavior, teaching-learning processes, research and evaluation. The program is open to professionals who provide instruction in any discipline or work with learners at any age level. The open concentration provides flexibility for students to choose course work which promotes their professional development goals.

## Admission

To be admitted with full status to this program, the applicant must (1) hold a bachelor's degree from an accredited institution; (2) have an overall grade point average of at least 2.75, or an average of at least 2.90 in the last one-half of the undergraduate work. Applicants with an overall grade point average ranging from 2.5 to 2.75 may be considered for probationary admission. Enrollment is open throughout the year.

Applicants must provide both the Graduate School application form and the M.S. in Education program application form, including documents identified on the forms.

## Primary Evaluation Processes

The primary processes used to evaluate program and academic progress include course grades, research evaluation, certification of program completion, and the following program specific processes: program application; professional portfolio; degree candidacy; and intent to graduate.

## Requirements

The requirements for this degree include: (a) completion of at least 30 semester hours of graduate credit with an overall graduate grade point average of 3.0 or better; a minimum of 15 credits must be in courses open only to graduate students - 700 level; (b) approval for degree candidacy at the appropriate time; and (c) a course distribution as outlined here:

## General Requirements Master of Science Degree

Total for graduation	30 credits
Professional Core	14 credits
Research	5 credits
Electives	11 credits



## Professional Core (14 credits)

### **EDUC-745 Assessment for Learning**

3 cr.

Repeatable for Credit: No

Assessment for instructional decision making. Historical perspectives, trends, current research, methods and purposes of assessing learners. Principles and appropriate techniques used in assessing learners. Applied practice in using formative assessment strategies to examine the effects of instruction on learning. Role of assessment of student learning in professional development planning.

### **EDUC-782 Instructional Analysis**

4 cr.

Repeatable for Credit: No

Social/political forces utilized in planning and implementing instruction. Principles and strategies for a self-analysis of teaching behavior. Examination of the social aspects of teacher learning and knowledge production and the relationships between learning and instruction.

### **EDUC-790 Professional Portfolio Development**

2 cr.

Repeatable for Credit: No

Principles of professional portfolio development for educators.

*Prerequisite: take EDUC-729*

### **EDPSY-730 Advanced Psychology of Learning for Instruction**

2 cr.

Repeatable for Credit: No

Theories of learning with applications and implications to the learning environment. Biological bases and psychoeducational models with an examination of instruction and the learning conditions and strategies that promote the acquisition and transfer of knowledge in children, adolescents, and adults.

### **EDUC-603 Educational Psychology of the Adult Learner**

2 cr.

Repeatable for Credit: No

Psychological principles and theoretical framework guiding the educational process for adult learners. Special focus on planning and evaluating instruction while utilizing active learning to build strong learning communities.

### **EDUC-750 Curriculum Theory and Practice**

2-3 cr.

Repeatable for Credit: No

A study of curriculum theory and its theoretical application. A historical and sociological analysis of curriculum and its ideological sources and influences; writing educational objectives, identifying varieties of curriculum knowledge; specifying a variety of curriculum methodologies and conducting curriculum evaluation.

## Research (5 credits)

### EDUC-729 Introduction to Educational Research

1 cr.

Repeatable for Credit: No

Overview of educational research; identification of research topics and development of a research proposal.

### EDUC-780 Action Research

4 cr.

Repeatable for Credit: No

Action research as a tool for instructional decision making. Historical perspectives, trends, current research, methods and purposes of action research. Principles and appropriate techniques used in conducting action research. Field-based practice in using action research to examine the effects of instruction on learning.

*Prerequisite: take EDUC-745*

## Electives (11 credits)

## Food and Nutritional Sciences, M.S.

Go to [program website](#)

## Introduction

**Master of Science Degree** The graduate program in food and nutritional sciences combines a strong content knowledge base with expertise to conduct applied research. The curriculum is partitioned into two concentrations that augment the research and class core. The concentrations are **Food Science and Technology** and **Human Nutritional Science**.

The general goals of the food and nutritional sciences program are to develop students that:

- Attain a comprehensive knowledge base regarding food science and nutrition topics and are able to apply this knowledge through the appropriate use of advanced communication technologies and strategies;
- Excel in the design, implementation, evaluation, and dissemination of food and nutrition research;
- Demonstrate creative, critical, and strategic thinking skills that can be applied to food and nutrition issues;
- Formulate a philosophical and ethical approach to their work;
- Competently compete for, attain, and succeed in positions in food science, food safety, food packaging, clinical and public health nutrition, nutrition and education.

# Admission

Admission requirements include a minimum GPA of 3.0, and if English is a second language, English proficiency that is demonstrated by either an IELTS score of 6.5 or TOEFL score of 79 (*iBT*) or 550 paper based. The prerequisites for admission to the Food Science and Technology concentration include chemistry, microbiology, and organic chemistry. The prerequisites for admission to the Human Nutritional Sciences concentration include chemistry, physiology and anatomy, and organic chemistry. Applicants who are denied admission due to deficiencies in these prerequisites will be advised that the courses can be taken at UW-Stout as a special non-degree student but this will not guarantee admission into the graduate program.

The following courses are minimum competency courses. If the student has not completed an equivalent course, the student must take the following course(s) in addition to the required credits for the MS degree:

- FN 5XX Principles of Nutrition and Food Components
- CHEM-511 Biochemistry (CHEM-201 Organic Chemistry)

Additionally, for the Human Nutritional Science concentration, FN-520 Advanced Nutrition (prerequisite: CHEM-511 Biochemistry) must be taken.

Additionally, for the Food Science and Technology concentration, FN-625 Food Chemistry (prerequisite: *CHEM-201 Organic Chemistry*) must be taken.

## Primary Evaluation Processes

The primary processes used to evaluate program and academic progress include course grades, research evaluation, certification of program completion, and the following program specific processes: program application; degree candidacy; research topic approval or completion of two semester research course sequence; and intent to graduate.

## Requirements

The requirements for this degree include: (a) completion of at least 34 semester credits with an overall grade point average of 3.0 or better and a minimum of 17 of those credits in courses open only to graduate students at the 700 and 800 level; (b) approval of degree candidacy at the appropriate time; and (c) completion of the research and professional requirements.

## General Requirements Master of Science Degree

Total for graduation	34 credits
Research Preparation	11 credits
Professional Preparation	3 credits
Concentrations	20 credits

### Research Preparation (11 credits)

#### PSYC-790 Research Design and Analysis I

3 cr.  
Repeatable for Credit: No  
Research design with emphasis on descriptive and univariate analyses to solve applied problems in psychology. Selection of appropriate designs and data analysis methods. Includes statistical software applications, hypothesis testing, and interpretation.

## **STAT-520 Statistical Methods**

3 cr.

Repeatable for Credit: No

Methods of describing data: graphical methods, numerical summary measures, exploratory data analysis. Probability, probability distributions, expected value. Sampling distributions. Statistical inference: estimation and hypothesis testing for one-sample and two-sample problems. Regression analysis. Demonstrating with standard statistical software packages. Students may incur incidental expenses for software.

Choose one option:

Option 1:

## **FN-728 Introduction to Food and Nutritional Sciences Research**

3 cr.

Repeatable for Credit: No

Methods for answering food and nutrition research questions. Identify problems, critically evaluate the relevant research and interpret/report data and conclusions in order to write a critical literature review with bibliography.

*Prerequisites: MS Food and Nutritional Science Students only and STAT-520*

## **FN-729 Research Proposal for Food and Nutritional Sciences**

3 cr.

Repeatable for Credit: No

Design and write a research proposal with appropriate objectives, instrumentation, sampling techniques and statistical analyses aligned to a problem in food and nutritional sciences.

*Prerequisites: For MS in Food and Nutritional Sciences students only; FN-728*

Option 2:

## **FN-770 Thesis--Food Science and Nutrition**

1-6 cr.

Repeatable for Credit: Yes

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, preparation of the final paper according to thesis standards and oral presentation of the research. Student may enroll for variable semester hours of credit in various terms with a final total of six.

*Prerequisite: take EDUC-740*

## **FN-735 Problems in Food Science and Nutrition**

2 cr.  
Repeatable for Credit: No  
Identification, selection and completion of a problem in food science and nutrition, culminating in a Plan B paper and oral presentation of the paper.  
*Prerequisite: take EDUC-740*

## **INMGT-700 Organizational Research Methods**

3 cr.  
Repeatable for Credit: No  
Quantitative and qualitative approaches to organizational and industrial research. Application of appropriate research tools to understand interpersonal relationships, analyze and design jobs, organizations and systems. This course should be taken the next to last semester in a student's coursework. Development of a research proposal that may be used to complete master's level field project/thesis.

## **EDUC-740 Research Foundations**

4 cr.  
Repeatable for Credit: No  
Introduction to basic concepts and principles in educational research. Utilizes mastery grading and elements of individualized instruction. Prepares students for their own graduate research experience and to be articulate consumers of research.

## **Professional Preparation Core Classes (3 credits)**

### **FN-701 Trends In Nutrition**

2 cr.  
Repeatable for Credit: Yes  
Practical application of recent developments in the field of nutrition.

### **FN-720 Workshop in Foods**

1 cr.  
Repeatable for Credit: Yes  
Discussion of current issues in food science and technology, food marketing and management, and for developing strategies for conducting and disseminating food related research. Includes critical analyses of variety of food oriented research projects.

### **FN-721 Workshop in Nutrition**

1 cr.  
Repeatable for Credit: Yes  
A forum for discussion of current issues in human nutritional science and nutrition marketing and management, and for developing strategies for conducting and disseminating nutritional science research. Includes critical analyses of variety of nutrition-focused research projects.

- Both workshops are repeatable for a total of 2 credits.

## Concentrations (20 credits)

Choose from:

- **Food Science and Technology**
- **Human Nutritional Science**

Concentration courses may be selected from an approved list in consultation with the program director to meet individual needs of the student. See program director for concentration course selectives.

## Industrial and Applied Mathematics, P.S.M.

Go to [program website](#)

## Introduction

**Professional Science Master's Degree** The Professional Science Master's degree in Industrial and Applied Mathematics is a career-oriented degree designed to meet the needs of working professionals and prepare individuals to demonstrate advanced knowledge of mathematics and statistical techniques for business and industry. Newly graduated mathematics majors are also welcome to apply.

Industrial and applied mathematics focus on topics, problems and questions in business environments and industry that require modeling, data analysis and computation skills. A successful industrial mathematician has strong analytical and problem-solving skills built upon a background in computing, mathematics, statistics and basic science. The curriculum will include a common core of 18 credits of coursework in advanced topics in mathematics, statistics, and, to an extent, computer science.

At program completion, graduates of the program will be able to:

- Demonstrate advanced knowledge in mathematics, statistics, and scientific computing.
- Apply advanced mathematics, statistics, and computer science skills to answer questions and solve problems in business and industry.
- Analyze data and create mathematical and statistical models to answer questions and solve problems in business and industry.
- Work as a member of an effective interdisciplinary team.
- Communicate clearly using writing and oral presentation skills in scientific and non-scientific environments.

## Admission

To be admitted with full status to the program, you must:

- Be interested in developing advanced technological solutions to industrial needs and problems
- Hold a bachelor's degree in mathematics
- or
- Hold a bachelor's degree in science, engineering or finance/economic with advanced mathematics coursework
- Have earned an undergraduate GPA of at least 3.0

### Required Application Materials

- Graduate School Application
- Transcripts

## Primary Evaluation Processes

The primary criteria used to evaluate program and academic progress include: course grades, project documentation, and final assessment of

program elements in collaboration with industry supervisors of projects.

## Requirements

Requirements for the degree include a minimum of 35 semester hours of graduate credit. Students take an introductory course in industrial mathematics and a culminating team project course. Students build a foundation in advanced mathematics by completing core courses in mathematics and statistics. Students are able to graduate from the program in two years.

## General Requirements Professional Science Master Degree

Total for graduation	35 credits
Common Introductory Core	18 credits
Selectives	9 credits
Capstone	6 credits
Selectives	2 credits

### Common Introductory Core (18 credits)

- MATH-7XX Introduction to Industrial Mathematics (3.00 cr.)
- MATH-7XX Discrete Algebraic Methods (3.00 cr.)

### **STAT-640 Advanced Linear Modeling-Regression and Time Series Analysis**

3 cr.

Repeatable for Credit: No

Multiple regression, inference about regression parameters, remedial regression measures, quantitative and qualitative regression, model selection/validation, nonlinear regression, neural networks, logistic and Poisson regression, generalized linear models, time series, smoothing, stochastic time series, moving average and autoregressive models, auto regressive integrated moving average (ARIMA), estimating and forecasting with time series.

Instructor's Consent Required

- MATH-7XX Methods in Applied Mathematics: Initial and Boundary Value Problems (3.00 cr.)
- MSCS-7XX Scientific Computing (3.00 cr.)
- STAT-7XX Multivariate Analysis (3.00 cr.)

### Selectives (9 credits)

### **CS-545 Image Processing**

3 cr.

Repeatable for Credit: No

Theory and applications of digital image processing. Mathematical foundations and algorithms for enhancement, restoration, compression, segmentation and reconstruction from projections.

## **CS-546 Simulation Modeling and Analysis**

3 cr.

Repeatable for Credit: No

Simulation as a problem-solving technique; models, analysis and languages for simulation; data collection; random variety generation; verification and validation; output analysis; optimization of systems.

## **CS-680 Introduction to Computer Security**

3 cr.

Repeatable for Credit: No

Computer security problems and challenges, relationship between policy and security, cryptography, implementation of requirements imposed by policies, use of standards to ensure that the system will meet its goals, system vulnerabilities analysis and detection, intrusion detection, application of desired policy and procedures to support the policy.

- MSCS-7XX Cryptanalysis (3.00 cr.)
- CS-7XX Advanced Database Systems (3.00 cr.)
- CS-7XX Machine Learning (3.00 cr.)

## **CS-745 Data Mining**

3 cr.

Repeatable for Credit: No

Fundamental concepts and methods in the field of data mining in order to discover meaningful patterns and knowledge from large datasets. Issues in data acquisition, integration, preprocessing, analysis and reporting. Hands-on examples from practical applications illustrating the concepts covered in the course.

## **Capstone (6 credits)**

- MSCS-7XX Field Project in Industrial Mathematics I (3.00 cr.)
- MSCS-7XX Field Project in Industrial Mathematics II (3.00 cr.)

## **Professional Component**

### **Required Seminars**

- Business Ethics Seminar I (*non-credit mandatory workshop*)
- Business Ethics Seminar II (*non-credit mandatory workshop*)
- Budget, Planning and Analysis Seminar (*non-credit mandatory workshop*)



## Selectives (2 credits)

*Contact the program director for a current list of approved selectives.*

### Course Selective-1 :

## Information and Communication Technologies, M.S.

Go to [program website](#)

## Introduction

**Master of Science Degree** The graduate program in Information and Communication Technologies is designed to meet the needs of individuals working in related occupations that presently have a baccalaureate degree in a related field. This graduate program is intended for individuals interested in a selected area of information and communication technologies. Information and communication technologies (*ICTs*) are technologies that are used to produce, store, process, disseminate and exchange information. The student will complete 15 credits in a professional core and a minimum of 15 credits in one of the four emphasis areas.

The degree will be delivered through a distance education format, and can be completed totally on-line.

## Admission

To be admitted with full status to this program, the applicant must hold a bachelor's degree from an accredited college, have an overall grade point average of at least 2.75.

## Requirements

The curriculum requires 30 credits including 15 credits in the core curriculum and a minimum of 15 credits in an emphasis area. Fifteen credits must be graduate only (*700 level*). There is a required research component that students satisfy with course-embedded projects that lead to completion of a portfolio. These projects, as well as additional research, completed in the chosen emphasis area, will be included in the student's portfolio. The portfolio will allow the learner to demonstrate growth in both the broader core curriculum of the program as well the specific competencies of their emphasis area.

## General Requirements

### Master of Science Degree

Total for graduation	30 credits
Core Curriculum	15 credits
Emphasis Area	15 credits

### Core Curriculum (15 credits)

## **ICT-700 Introduction to Information and Communication Technologies**

2 cr.

Repeatable for Credit: No

Overview of the M.S. in Information and Communication Technologies. Research strategies, collaborative software overview and portfolio development.

## **ICT-701 Information and Communication Technologies in Organizations**

3 cr.

Repeatable for Credit: No

Evaluation of information and communication technologies. Impacts and development of information and communication technologies in organizations and society.

*Prerequisite or Corequisite: Take ICT-700*

## **ICT-710 Learning Technologies**

3 cr.

Repeatable for Credit: No

Overview and selection criteria of instructor-led, computer-based, and distance learning systems for delivering content to trainees in the workplace. Includes the development of training materials in a variety of formats.

## **ICT-732 Technology Futures**

3 cr.

Repeatable for Credit: No

Apply systems thinking in developing frameworks for forecasting technology driven topics. Examine the implications of technological change along with social change for various futures.

## **ICT-733 Technology Adoption and Implications**

3 cr.

Repeatable for Credit: No

Technological changes across historical, political, and social contexts. Actionable recommendations regarding technology usage and systems in the workplace.

## **ICT-780 Information and Communication Portfolio**

1-3 cr.

Repeatable for Credit: Yes

Develop and present a portfolio that contains artifacts and research-based reflections that demonstrate the competencies for the M.S. in Information and Communication Technologies. The final product is an electronic portfolio.

*Prerequisite: take during semester of graduation*

## Emphasis Area (Minimum of 15 credits)

*Students will select an emphasis area from one of the following: enterprise technology, computer networking, digital marketing technology, learning technologies, or visual communications.. The courses within the emphasis area will be elected to meet the competencies within the emphasis area and need to be approved by the program director.*

## Manufacturing Engineering, M.S.

Go to [program website](#)

## Introduction

**Master of Science Degree** The graduate program in manufacturing engineering has been designed in response to regional needs for a graduate program to provide educational incentives for recruitment and retention of engineers. The program will accommodate the work requirements of these full-time professionals with courses offered evenings and weekends or by distance delivery means. Workshops offered through UW-Stout's Manufacturing Outreach Center (MOC) are incorporated into the degree program.

Upon completion of the degree graduates will be able to:

1. Apply mathematical models to the analysis of practical engineering problems.
2. Integrate the design and operation of manufacturing processes and systems with the principles of lean manufacturing methods.
3. Evaluate and create technical reports relating to practical industry projects.
4. Design statistically sound experiments resulting in data based decisions for industry.
5. Synthesize the knowledge gained to create solutions for practical manufacturing problems.
6. Apply and practice quality tools like principles of Six Sigma
7. Apply project management skills

## Entrance Requirements

Admission requirements include a bachelor's degree in engineering, a minimum grade point average of 3.0, and, if English is a second language, a TOEFL Internet based score of 75 or higher, or a TOEFL Paper based score of 500 or higher, or IELTS of 6.0 or higher. The GRE is not required. Applicants with undergraduate degrees in fields closely related to engineering and with appropriate engineering experience in manufacturing or with a grade point average below 3.0 may be admitted at the discretion of the program director.

## Progress Toward Degree

Students will enroll in a sequence of courses that are offered via distance delivery and face-to-face instruction. Benchmarks include satisfactory completion of coursework with a grade of "B" or better and either a research project, a thesis, or an additional course-based opportunity, depending on students' career development needs.

## Requirements

The program requires 30 hours of graduate credit, 15 of which must be graduate-only (700 level), with an overall grade point average of 3.0 or better. Fifteen credits are included in the core curriculum, six credits are taken from a list of Selectives - Group One, and nine credits are to be taken from a list of Selectives - Group Two.

## General Requirements

## Master of Science Degree

Total for graduation 30 credits  
Core Curriculum 15 credits  
Selectives 15 credits

## Core Curriculum (15 credits)

### **INMGT-610 Six Sigma Quality Improvement Methods**

3 cr.  
Repeatable for Credit: No  
Overview of Six Sigma quality improvement applications. Application of scientific methods to improve quality of products, service, processes, and management systems.

### **INMGT-625 Planned Experimentation for Quality Improvement**

3 cr.  
Repeatable for Credit: No  
Quality improvement through planned experimentation that focuses on product realization activities which consist of new product design and formulation, manufacturing process development and improvement.

### **RC-581 Principles of Occupational Risk Control/Safety**

2-3 cr.  
Repeatable for Credit: No  
Introduction to risk control/safety approaches intended to protect employee, property, legal, environmental, and financial-based assets through the development of internal practices/standards that promote the systematic anticipation, identification, analysis and control of risks that are inherent to the operation.

### **INMGT-700 Organizational Research Methods**

3 cr.  
Repeatable for Credit: No  
Quantitative and qualitative approaches to organizational and industrial research. Application of appropriate research tools to understand interpersonal relationships, analyze and design jobs, organizations and systems. This course should be taken the next to last semester in a student's coursework. Development of a research proposal that may be used to complete master's level field project/thesis.

### **MFGE-640 Manufacturing System Design and Simulation**

3 cr.  
Repeatable for Credit: No  
Design of manufacturing systems using contemporary methods and philosophies. Modeling and comparison of system designs using simulation software. Interpretation of experimental simulation results to evaluate system design alternatives. Preparation of technical reports summarizing projects.

## Selectives (15 credits)

### Selectives - Group One

*Select 6 credits from the following:*

#### **BUACT-730 Financial and Cost Analysis**

3 cr.

Repeatable for Credit: No

Overview of financial accounting concepts and analysis combined with a strong emphasis on manufacturing costs and managerial decision making. Application of cost information in the strategic planning and measurement process for corporations, including capital budgeting.

#### **INMGT-765 Program Management**

3 cr.

Repeatable for Credit: No

Planning, control, and leadership of technical projects and programs. Justification, scheduling, risk management, cost analysis, resource management, program control, information technology, and multiple-project management.

#### **RC-587 Human Factors Engineering/Ergonomics**

3 cr.

Repeatable for Credit: No

Physiological and psychological abilities in human/machine interface, working performance, reliability, comfort and safety; effective design of people and work environment as a cybernetic system.

#### **SUST-515 Sustainable Engineering**

3 cr.

Repeatable for Credit: No

Impact of engineering and design/manufacturing decisions on the environment. topics include sustainability, energy and material flows, risk assessment, multi-use product life cycles, manufacturing process waste streams, sustainable product design issues, end-of-life product handling, and pollution prevention techniques.

### Selectives - Group Two

*Students are required to take 9 credits from the following courses:*

#### **INMGT-622 Quality Engineering**

3 cr.

Repeatable for Credit: No

Practical and statistical engineering methods to improve quality and design in a manufacturing environment.

## **INMGT-640 Lean Enterprise**

3 cr.

Repeatable for Credit: No

Principles of lean techniques, justification of lean systems, how lean systems are scheduled, and cost analysis of a lean environment.

## **INMGT-705 Enterprise Resource Planning**

3 cr.

Repeatable for Credit: No

Planning and management of material flow and production activities. Topics include forecasting, sales and operations planning, demand management, master production scheduling, material requirements planning, production execution, lean systems and how ERP software serves to reinforce the interconnectedness of operations with the other business functional areas.

## **ENGR-729 Product Development and Design**

3 cr.

Repeatable for Credit: No

Theory and application of the product development and design process. Principles of efficient engineering processes and management structures that support product design. Emphasis on structured approaches that insure constraints are properly defined and met. Includes major project.

## **MFGE-665 Reliability Engineering**

3 cr.

Repeatable for Credit: No

A practical introduction to reliability engineering with the opportunity for application. Topics covered include reliability need, calculations, prediction and modeling, and test design. Statistical proficiency required.

## **MFGE-737 Seminar in Manufacturing Engineering**

3 cr.

Repeatable for Credit: No

Engaging students in original, critical, and advanced level presentation-discussion on current manufacturing topic and/or research related topic or outreach industry project implementation. The seminar topic is determined by the advising faculty and the students based on faculty expertise and students interest.

## **MFGE-753 Polymer Engineering**

3 cr.

Repeatable for Credit: No

Advanced analysis of polymer behavior in processing; prediction of mechanical behavior; analysis of polymer failure; analysis of polymer electrical and optical properties.

Instructor's Consent Required

*Prerequisite: take MFGE-552 or obtain instructor consent*

## **MFGE-770 Thesis-Manufacturing Engineering**

2-6 cr.

Repeatable for Credit: No

Conduct an independent research in manufacturing engineering under the direction of research adviser. Identify, develop and outline, conduct literature review, develop a plan and method, conduct research, interpret findings, and submit final report. Students may enroll for 2-6 credits hours in various semesters with a final total of six credits.

*Prerequisite: take MFGE-707*

## **MFGE-735 Field Problem in Manufacturing Engineering**

3 cr.

Repeatable for Credit: No

Identification, selection and completion of a problem in manufacturing engineering culminating in a Plan B paper. Application of advanced manufacturing engineering topics. Admission into the MS in Manufacturing Engineering required.

Department Consent Required

Admission to MS in Manufacturing Engineering

## **MFGE-771 Emerging Manufacturing Materials**

3 cr.

Repeatable for Credit: No

Theory and application of new and emerging materials in manufacturing. Principles of materials design and development. Properties and behavior of new and emerging materials and their enabling role in industry. Undergraduate courses in chemistry and engineering materials recommended.

## **MFGE-799 Independent Study**

1-3 cr.

Repeatable for Credit: Yes

Department Consent Required

## **Selectives - Group Two Notes**

^Students have three options in program plan:

24 course credits and 6 credits of master's thesis (MFGE-770, Plan A); or 27 course credits and 3 credits of master's project (MFGE-735 Plan B), or 30 course credits not to include either a master's project or thesis.

## Note(s):

**Transfer Credit:** *With program director approval and subject to Graduate School policies, up to 1/3 of the total credits may be transfer credits from an institution accredited to offer graduate degrees.*

*\* These courses are similar to undergraduate courses at UW-Stout in the Bachelor of Science in Manufacturing Engineering program and may not be taken by the Stout graduates. However, students may substitute other courses from the selective list to meet the program requirements.*

## Marriage and Family Therapy, M.S.

Go to [program website](#)

## Introduction

**Master of Science Degree** Students develop specific competence in the following areas of marriage and family therapy (MFT) lifespan human development, family dynamics, research, MFT ethics and legalities; systemic and interactional theories; and cultural competence related to the practice of individual, couple, family and group therapy. It includes direct experience conducting admission to treatment, clinical assessment and diagnosis, treatment planning, case management, and therapeutic intervention.

This bulletin provides only a brief overview of the program. A more detailed description can be found online at [www.uwstout.edu/programs/msmft/index.cfm](http://www.uwstout.edu/programs/msmft/index.cfm).

This program prepares people for work in clinical settings such as mental health agencies, in-home therapy, day treatment, behavioral health (hospitals), schools and/or private practice. The program has a balance of classroom and field experience. Field experience occurs in clinic settings with live supervision. This is one of the longest running programs in the nation to be fully accredited by the Committee on Accreditation for Marriage and Family Therapy Education (COAMFTE). It meets state educational requirements for licensing (*especially Wisconsin and Minnesota*) and prepares students for the AMFTRB (*national*) MFT exam required for license.

## Admission

To be admitted with full status to this program, the applicant must hold a bachelor's degree from an accredited college and have an overall grade point average of at least 2.75. Applicants who have less than a 2.75 overall grade point average, but have relevant work or volunteer experience since receiving the bachelor's degree and who are otherwise judged qualified as indicated below, may qualify for admission with probationary status. This would require that they complete graduate courses within the first term of enrollment with a minimum grade point average of 3.0 in order to continue in the program.

It is recommended that the applicant have an undergraduate degree with major emphasis in one of the behavioral sciences or a closely related field. Applicants are advised to complete the admissions process no later than the program's annual priority deadline (*usually mid to late winter*) as published on the Graduate School website at [www.uwstout.edu/grad/prospect/apply.cfm](http://www.uwstout.edu/grad/prospect/apply.cfm). Later applicants may be considered on a space available basis. Both a Graduate School application form (obtainable from the Graduate School website) and program application forms (*obtainable from the MFT program website at <http://www.uwstout.edu/programs/msmft/apply.cfm>*) are required. All required Graduate School admission documents (*application, fee, transcripts, and the like*) must be in the Graduate School office, and program admission documents must be in the MFT program office, prior to the priority deadline.

When the number of applicants exceeds the number that can be accommodated, students will be admitted on the basis of academic performance and other factors appropriate for consideration including:

1. Professional or volunteer work experience in a helping profession, i.e., counseling, social work, psychology, agency work, residential care, domestic violence, drug counseling, in-home therapy, clergy and education.
2. Letters of recommendation from educators, employers and / or consumers of services provided by the applicant. (*These forms available from the MFT program website.*)
3. Ratings of the individual as determined by an on-campus screening interview, followed by a group process evaluation. Admitting a diverse class of students is a priority.

Once accepted into the program, students will be required to complete a low cost criminal background check that will not affect their admission status, but could limit the availability of practicum placements.



# Primary Evaluation Processes

The primary processes used to evaluate progress in the program include assessment of academic course performance as well as performance in the clinical practicum. All evaluations are based on the clinical competencies (*specified in the Introduction*) expected of an MFT in training. Grades are used to reflect a student's level of competence.

## Requirements

The requirements for this degree include: (a) completion of the 54-credit curriculum (*specified below*) or demonstrated competence in the 54-credit curriculum with completion of at least 30 semester hours of graduate credit with an overall graduate grade point average of 3.0 or better; a minimum of 28 credits must be in courses open only to graduate students-700 level; and (b) approval for degree candidacy at the appropriate time.

## General Requirements Master of Science Degree

Total for graduation	54 credits
Professional Requirements	54 credits

### Professional Requirements (54 credits)

#### **COUN-723 Psychopathology: Assessment and Treatment Planning**

3 cr.  
Repeatable for Credit: No  
Training in the use of the current edition of the diagnostic and statistical manual (DSM) for assessment of mental disorders; use of behavioral and psychometric assessment procedures; treatment planning.

#### **COUN-761 Counseling Children and Adolescents**

3 cr.  
Repeatable for Credit: No  
Concepts and developmental approaches to counseling with children and adolescents. Integration of culturally responsive strategies, identification of at-risk behavior and prevention, and strategies to work with parents and families.

#### **HDFS-715 Theories of Family Processes**

2 cr.  
Repeatable for Credit: No  
Advanced analysis of family interaction theory. Emphasis is on normal family processes as they apply to the practice of marital and family intervention.

#### **HDFS-742 Lifespan Family and Human Development Seminar**

3 cr.

Repeatable for Credit: No

Human development theory; research, changing trends and issues are explored with focus upon family life cycle variations. Emphasis is given to the application of scientific knowledge to select issues and thematic narratives of lifespan development as well as to information regarding child development in families and their sociocultural contexts.

## **MFT-740 Cultural Competence in Family Therapy**

3 cr.

Repeatable for Credit: No

Cultural competence and its application in MFT. Exploration of systems of privilege and oppression and their link to interpersonal dynamics. Self-examination of cultural assumptions. Practice in working with difference.

## **MFT-745 Treating Drug Abuse, Intimate Violence and Self-Harm**

3 cr.

Repeatable for Credit: No

Assess and treat intimate violence (emotional, physical, sexual, neglect), substance abuse and self-harm. Children, adolescents, adults, couples and families.

## **MFT-765 Research in Psychotherapy**

3 cr.

Repeatable for Credit: No

Basic research methods in the evaluation of therapy effectiveness. Application of research skills by demonstrating ability to critique published studies and to develop a research proposal.

## **MFT-752 Couples Therapy and Sex Therapy**

3 cr.

Repeatable for Credit: No

Therapeutic models, assessment and interventions for working with couples. Dynamics of couple relationships including communication, infidelity, emotional regulation, conflict management, and sexual interaction.

## **MFT-744 Psychometric Aids in Couples and Family Therapy**

2 cr.

Repeatable for Credit: No

Understanding and applying psychometric instruments in MFT context. Includes descriptive statistics, reliability, measurement error, validity, interpretation, selection, administration, cultural diversity, disabilities.

## **MFT-750 Foundations of Couples and Family Therapy**

3 cr.  
Repeatable for Credit: No  
Study of early theories of couples and family therapy. Assessment and treatment for children, adolescents, adults, couples, parents and families.

### **MFT-751 Contemporary Couples and Family Therapy**

3 cr.  
Repeatable for Credit: No  
Study of contemporary theories of couples and family therapy. Assessment and treatment for children, adolescents, adults, couples, parents and families.

### **MFT-755 Professional Issues in Couples And Family Therapy**

3 cr.  
Repeatable for Credit: No  
Exploration of the issues in the development of professional skills, attitudes and identity in the area of couples and family therapy.  
*Prerequisite: take MFT-750*

### **MFT-793 Couples and Family Therapy Practicum I**

4 cr.  
Repeatable for Credit: Yes  
Preparation for professional couples and family therapy services through seminar discussions, observation, and supervised counseling experience.  
Department Consent Required  
Must be admitted to the M.S. in Marriage and Family Therapy

### **MFT-794 Couples and Family Therapy Practicum II**

4 cr.  
Repeatable for Credit: Yes  
Sequel to MFT-793. Continuing preparation for professional couple and family therapy services through seminar discussions, observation, and supervised therapy.  
*Prerequisite: take MFT-793*

### **MFT-795 Couples & Family Therapy Practicum**

3 cr.  
Repeatable for Credit: No  
Preparation for professional couple and family therapy services through seminar discussions, observation, and supervised therapy.  
Department Consent Required  
Must be admitted to the M.S. in Marriage and Family Therapy

- XXX-XXX Electives (1.00 cr.)

# Operations and Supply Management, M.S.

Go to [program website](#)

## Introduction

**Master of Science Degree** The objective of the program is to develop graduates who will assume leadership positions in operations and supply management to contribute to the competitiveness of firms operating in the domestic and global marketplaces.

The Operations and Supply Management program is designed to provide advanced knowledge and skills necessary to work in the operations management profession which includes producing and delivering goods and services, quality management, supply management, planning and scheduling, and inventory management.

Students will learn to efficiently manage an organization by mastering topics such as manufacturing process design, distribution, inventory management, capacity management and supply chain management.

Graduates of the Operations and Supply Management program will have the analytical and applied competencies that employers are increasingly demanding.

UW-Stout's MS in Operations and Supply Management is accredited by the ACBSP (Accreditation Council for Business Schools and Programs).

## Admission

To be admitted with full status to this program, the applicant must hold a bachelor's degree from an accredited college, have an overall grade point average of at least 2.75 and have the equivalent of two years of appropriate work or military experience. Applicants who have an overall grade point average below 2.75 may be considered for probationary admission if other requirements are met.

Prerequisite courses may be prescribed upon evaluation of undergraduate transcripts or if the applicant does not have two years of work experience.

## Primary Evaluation Processes

The primary mechanisms used to evaluate program and academic progress include course grades and research project evaluation.

## Requirements

The requirements for this degree include: (a) completion of at least 34 semester hours of graduate credit with an overall graduate grade point average of 3.0 or better, a minimum of 15 credits in courses open only to graduate students - 700 level; (b) approval of degree candidacy at the appropriate time; and (c) a course distribution as outlined here:

### Required Core (14 credits)

#### **BUACT-730 Financial and Cost Analysis**

3 cr.

Repeatable for Credit: No

Overview of financial accounting concepts and analysis combined with a strong emphasis on manufacturing costs and managerial decision making. Application of cost information in the strategic planning and measurement process for corporations, including capital budgeting.

## **BUMGT-760 Strategic Planning & Deployment**

2 cr.

Repeatable for Credit: No

Introduction to corporate planning, strategy and policy. Orientation to generalized planning process and the outputs of planning system. A discussion of planning decision sub-system, strategic information sub-system, planning organizational sub-system and planning management sub-system.

Instructor's Consent Required

## **INMGT-705 Enterprise Resource Planning**

3 cr.

Repeatable for Credit: No

Planning and management of material flow and production activities. Topics include forecasting, sales and operations planning, demand management, master production scheduling, material requirements planning, production execution, lean systems and how ERP software serves to reinforce the interconnectedness of operations with the other business functional areas.

## **INMGT-710 Seminar In Operations Management**

3 cr.

Repeatable for Credit: No

Current concepts essential to achieving excellence in global operations and supply management. Current theory and practice of operation of engineering, marketing, manufacturing, financial administration and industrial relations aspects of industry with a focus on globalization and international management.

## **INMGT-765 Program Management**

3 cr.

Repeatable for Credit: No

Planning, control, and leadership of technical projects and programs. Justification, scheduling, risk management, cost analysis, resource management, program control, information technology, and multiple-project management.

## **Leadership (6 credits)**

### **INMGT-616 People Process Culture**

3 cr.

Repeatable for Credit: No

A study of high performing people process culture organizations integrating sociology, applied psychology, and organization behavior subject matter areas.

*Prerequisite: take either INMGT-600 or PSYC 582*

### **INMGT-750 Organization Development**

3 cr.

Repeatable for Credit: No

A blend of theory, evidence based research, and practice, developing students as leaders of organizational change. Learn skills specific to the field: theories and models, the process, research, and application of organization development principles. Develop and lead strategic change initiatives to enable organizations to be competitive.

*Prerequisite: take INMGT-600*

## Research (5 credits)

### **INMGT-700 Organizational Research Methods**

3 cr.

Repeatable for Credit: No

Quantitative and qualitative approaches to organizational and industrial research. Application of appropriate research tools to understand interpersonal relationships, analyze and design jobs, organizations and systems. This course should be taken the next to last semester in a student's coursework. Development of a research proposal that may be used to complete master's level field project/thesis.

### **INMGT-735 Problems in Operations and Supply Management**

2-4 cr.

Repeatable for Credit: No

Identification, selection and completion of a problem in operations and supply management culminating in a Plan B paper.  
For M.S. in Operations and Supply Management or Technology Management students only

## Concentration (9 credits)

### Supply Chain Management (on-campus delivery only)

### **BUSCM-538 Principles of Logistics**

3 cr.

Repeatable for Credit: No

Applies systems approach to plan movement and storage of raw materials, components and finished goods from point of origin to point of consumption. Focuses on transportation and warehousing decisions, channel structures, physical distribution, materials management, and supply chain concepts.

### **BUSCM-637 Procurement, Sourcing and Supply Chain Management**

3 cr.

Repeatable for Credit: No

Processes used in procuring goods and services; analyzing and selecting global sources of supply; economics of total cost of ownership; importance of quality, delivery, ethics, and legal aspects of supplier management; negotiation principles. Recommended: proficiency with spreadsheet software.

## **BUSCM-639 Seminar: Supply Chain Systems Design**

3 cr.

Repeatable for Credit: No

Synthesizing experience in supply chain, cases, problems and team/individual research will focus on analyzing, designing and modeling cost effective supply chain systems that utilize innovative technology and business practices for procuring, manufacturing, storing, and moving goods from suppliers, manufacturers, distributors, retailers and end customer.

*Prerequisites: take BUSCM 538 and INMGT-505*

## **Operations Management**

### **INMGT-640 Lean Enterprise**

3 cr.

Repeatable for Credit: No

Principles of lean techniques, justification of lean systems, how lean systems are scheduled, and cost analysis of a lean environment.

### **INMGT-712 Operational Disruption Management**

3 cr.

Repeatable for Credit: No

The importance of being able to recognize and manage operational and supply disruptions. Topics include: identification and mitigation of technology and supply disruptions, ethical considerations, cost implications and recovery planning.

### **INMGT-718 Advanced Quality Management**

3 cr.

Repeatable for Credit: No

Compare and contrast the philosophical frameworks advocated by celebrated quality experts such as Deming, Juran, and Crosby. The role of leadership will be related to strategic planning and quality improvement. Metrics will be analyzed as to how their use can lead to quality and business performance improvements.

## **Quality Management**

### **INMGT-610 Six Sigma Quality Improvement Methods**

3 cr.  
Repeatable for Credit: No  
Overview of Six Sigma quality improvement applications. Application of scientific methods to improve quality of products, service, processes, and management systems.

## **INMGT-620 Quality Assurance--Practicum**

3 cr.  
Repeatable for Credit: No  
Application of principles and techniques learned in INMGT-520, as part of Professional Semester/ Manufacturing Laboratory.  
*Prerequisites: take INMGT-520 and INMGT-525*

## **INMGT-718 Advanced Quality Management**

3 cr.  
Repeatable for Credit: No  
Compare and contrast the philosophical frameworks advocated by celebrated quality experts such as Deming, Juran, and Crosby. The role of leadership will be related to strategic planning and quality improvement. Metrics will be analyzed as to how their use can lead to quality and business performance improvements.

## **Project Management**

## **INMGT-640 Lean Enterprise**

3 cr.  
Repeatable for Credit: No  
Principles of lean techniques, justification of lean systems, how lean systems are scheduled, and cost analysis of a lean environment.

## **INMGT-675 Advanced Project Management**

3 cr.  
Repeatable for Credit: No  
Advanced planning, control, and leadership of technical projects and programs. topics covered include: project and program justification, project management maturity and methods, multiple project or portfolio management, project management in multinational cultures, virtual project teams, requirements definition, and outsourcing.  
*Prerequisite: take INMGT-565*

## **INMGT-712 Operational Disruption Management**

3 cr.  
Repeatable for Credit: No  
The importance of being able to recognize and manage operational and supply disruptions. Topics include: identification and mitigation of technology and supply disruptions, ethical considerations, cost implications and recovery planning.



# Rehabilitation Counseling, M.S.

Go to [program website](#)

## Introduction

**Master of Science Degree** The Rehabilitation Counseling program is guided by its mission to prepare rehabilitation professionals who are committed to facilitating the personal, social and economic independence of individuals with disabilities throughout the rehabilitation or habilitation process. The program is founded on the assumption of the worth, dignity and value of all individuals and is accredited by the Council on Rehabilitation Education (CORE).

Professional development activities and personal growth experiences for students are provided to focus on developing skills for living and working as constructive participants in our multicultural, multiethnic society. The Rehabilitation Counseling program works toward these ends by fostering lifelong learning skills, creating a climate of inquiry, encouraging creative and scholarly productivity, and enhancing people's ability to solve problems.

Upon successful completion of the program each student will:

1. Develop and demonstrate an identity as a rehabilitation counseling professional.
2. Integrate rehabilitation philosophy and principles of independence, integration, choice, selfdetermination, empowerment, access and respect for individual differences into rehabilitation counseling planning and service provision.
3. Demonstrate ethical behavior and ethical problem-solving consistent with the code of ethics for rehabilitation counseling professionals.
4. Utilize disability-related legislation, public policy, and attitudinal and access barriers to advocate for and with persons with disabilities and their families.
5. Identify the influences and functional impacts and implications of chronic illness and/or disability across human development and lifespan.
6. Evaluate environmental, social and economic influences that create barriers for persons with disabilities.
7. Appraise psychosocial, cultural and diversity issues that may affect the rehabilitation process.
8. Formulate counseling techniques to promote rehabilitation counseling and philosophy to chronic illness or disability adjustment.
9. Analyze jobs, employment trends and career opportunities to assist in rehabilitation planning and service provision.
10. Apply research findings to improve services to persons with disabilities.
11. Integrate vocational assessment in the rehabilitation planning.
12. Identify community resources and other services which promote independence

The CORE-accredited Rehabilitation Counseling program requires 60-credits of course work . All degree-related courses are predefined to meet accreditation standards and certification requirements. There are no required elective classes.

The Rehabilitation Counseling program prepares students to meet and/or exceed the educational and experiential requirements necessary to seek the professional designation of Certified Rehabilitation Counselor (CRC). Students in the Rehabilitation Counseling program meet the minimum educational requirements necessary to obtain the Wisconsin state in-training license leading to the Wisconsin Licensed Professional Counselor (LPC) designation.

## Admission

The Rehabilitation Counseling program is based on a cohort-model where students are admitted to the program once yearly in the fall. The program offers two distinct cohorts: a) traditional campus-based cohort designed as a two-year full-time program and; b) a part-time (three-year) online cohort designed for employed rehabilitation professionals who possess a minimum of two years of related work experience. Students within a cohort typically proceed through sequenced coursework together and graduate at the same time. The cohorts are mutually exclusive and students can enroll only in those courses within their designated cohort (i.e., campus-based students cannot enroll in online cohort course offerings).

Application due dates are March 15 for the campus-based cohort and April 15 for the online cohort. To be considered for admission to the program, students must complete a two-step application process. First, submit the application for admission to the UW-Stout Graduate School (<http://www.uwstout.edu/grad/prospect/apply.cfm>). Second, submit the Rehabilitation Counseling program-specific application (Campus cohort: <http://www.uwstout.edu/programs/msvr/oncampus/apply.cfm> ; Online cohort: <http://www.uwstout.edu/programs/msvr-online/apply.cfm>).

The Master of Science in Rehabilitation Counseling has unique professional degree requirements governed by professional accreditation standards. The program admission, retention, probation and dismissal policy reflects sensitivity to these standards and faculty determination of the graduate student or degree candidate's capability to meet the rigors of professional practice and the essential job functions of rehabilitation professionals. In recognition of responsibilities to people with disabilities who will be served by the graduates of this program, selective admission and retention of candidates for the Master of Science degree in Rehabilitation Counseling are maintained.

Entrance into the program requires the unanimous vote of approval by the graduate Rehabilitation Counseling Program Admission Committee which is comprised of a minimum of three rehabilitation faculty/staff members. Approval will be dependent upon the applicant demonstrating:

1. Potential for successful academic achievement at the graduate level;
2. Interest in working with people with disabilities;
3. Personal and social characteristics necessary to work with people with disabilities, such as personal, emotional and social maturity and a combination of patience, empathy and understanding;
4. Ability to work independently;
5. Ability to use expressive and receptive communication skills to effectively facilitate the counseling process;
6. Ability to perform the essential functions of the job of a rehabilitation counselor, and;
7. Ability to carry out professional responsibilities.

The decision for admission or denial of admission by the Rehabilitation Counseling Program Admission Committee will be based on the criteria above with information obtained from records of undergraduate and/or other graduate academic attainment, letters of reference from a minimum of three objective individuals who are familiar with the applicant in work or educational settings, information provided on the program application form, and other data and information received by the committee. The committee may require an interview when information submitted is insufficient for rendering a decision or when the applicant's undergraduate GPA is less than 2.75.

To be admitted with full status to the Rehabilitation Counseling graduate program, the applicant must hold a bachelor's degree from an accredited college and have an overall grade point average of at least 2.75 based on a four-point scale. Applicants may be admitted on probationary status if their overall grade point average is at least 2.5 but less than 2.75. Other conditions of acceptance into the program may include completion of remedial course work. Remedial course work may be required and costs of such courses may differ from regular graduate tuition.

Students from a variety of educational backgrounds are eligible for admission. Applicants with degrees such as vocational rehabilitation, disability studies, psychology, sociology, business, industrial technology, vocational education, special education, occupational therapy, physical therapy, communication disorders, recreational therapy and social work can find appropriate applications within the program. Although a specific educational background is not required, the applicant's transcripts will be evaluated to determine if remedial or deficiency course work at the undergraduate level or additional graduate work will need to be completed to earn the degree.

## Primary Evaluation Processes

Student retention in the Rehabilitation Counseling graduate program involves continuous formal and informal assessment of students throughout their training. Scheduled formal student assessment occurs at three specific points in the program: (a) midpoint faculty review, (b) application for degree candidacy, and (c) upon successful completion of comprehensive exam or completion of research project (twocredit Problems in VR or six-credit Thesis). Descriptions of the committee procedures for formal student assessment processes are detailed in the M.S. Rehabilitation Counseling Student Handbook available from the program director.

## Comprehensive Examination

Students who choose the comprehensive examination as the means to fulfill degree completion are required to earn a passing score on the national Certified Rehabilitation Counselor (CRC) exam. The CRC exam is administered by the Commission on Rehabilitation Counselor Certification (CRCC), 1688 East Woodfield Road, Suite 300, Schaumburg, IL 60173, [www.crccertification.com](http://www.crccertification.com) or telephone (847) 944-1325. The CRC exam is offered three times per year (May/July/October) within an 8-day testing window. The computerized exam consists of 175 multiple-choice questions administered within an allotted 3½ hours.

Students enrolled in the M.S. Rehabilitation Counseling program are eligible to apply for the CRC exam on completion of 75% of their program coursework. Students who meet eligibility criteria apply under CRCC Category G and pay related application and exam fees. The student must obtain a passing score on the CRC exam AND complete all other degree requirements within 1 year of date of CRC application. Students must sign a "consent for transfer of records" form so CRCC will release the scores and profile for the completed examination to M.S. Rehabilitation Counseling program director at UW-Stout, Department of Rehabilitation and Counseling. In the event a student does not earn a passing score, the student must contact CRCC to determine the process and any cost to arrange to take the exam again on the next regularly scheduled CRCC administration of the CRC exam.

## Degree Requirements

The requirements for this degree include (a) completion of a minimum of 60 semester hours of predefined graduate credit; (b) an overall grade point average of 3.00 or better; (c) at least half (50%) of credits must be open only to graduate students numbered at or above the 700 level; (d) a minimum grade of "B" or better in required concentration courses including all practicum and internship courses; (e) satisfactory (3.00) ratings on midpoint faculty review; (f) approval for degree candidacy and; (g) successful completion of the M.S. Rehabilitation Counseling comprehensive exam (i.e., CRC exam) or thesis option (thesis credits as outlined on individualized program plan).

## Program Requirements (60 credits)

*\* Course Requires a "B" or better grade*

### **REHAB-701 Professional Rehabilitation Counseling Orientation**

3 cr.

Repeatable for Credit: No

Orientation to the profession of rehabilitation counseling including philosophy, historical development, professional roles and organizations, responsibilities and practices, and ethical considerations, as well as future trends.

### **REHAB-704 Pre-Practicum in Rehabilitation**

3 cr.

Repeatable for Credit: No

Basic counseling skills to prepare for supervised clinical experiential courses (practicum and internship). Counseling process and counseling strategies in rehabilitation settings.

*Prerequisite or Corequisite: COUN-750*

### **REHAB-708 Practicum in Rehabilitation Counseling**

3-5 cr.

Repeatable for Credit: No

Minimum of 100 hours of supervised clinical experience in a rehabilitation setting approved by instructor. Student will perform entry level duties of a rehabilitation counselor.

Department Consent Required

*Prerequisites: take COUN-788 or REHAB-704 with a minimum grade of B*

### **REHAB-711 Psychological Testing and Assessment in Rehab and Counseling**

3 cr.

Repeatable for Credit: No

Overview of common individual and group approaches to psychological assessment used within rehabilitation and counseling environments with an emphasis on selection, evaluation, administration, scoring and interpretation of standardized tests for diverse populations.

### **REHAB-713 Foundations of Clinical Rehabilitation Counseling**

3 cr.

Repeatable for Credit: No

Aspects of rehabilitation counseling theories and models including psychosocial and vocational aspects of chronic illness and disabilities (CID), and rehabilitation principles addressing prevention, intervention, wellness, consultation, education and advocacy.

## **REHAB-714 Neurodevelopmental, Neurocognitive and Psychiatric Conditions**

3 cr.

Repeatable for Credit: No

Neurodevelopmental, neurocognitive, and psychiatric conditions and their medical, psychosocial and vocational implications. Incidence, onset, severity, progression and expected duration. Concepts of assessment and diagnosis of conditions as applied in rehabilitation counseling, including review of the current edition of the diagnostic and statistical manual (DSM) of mental disorders.

## **REHAB-717 Career Development and Job Placement**

3 cr.

Repeatable for Credit: No

Application of career development, occupational information, occupational analysis, and placement concepts to the practice of career counseling and job placement of persons with disabilities. Includes career development theories, occupational information systems, job development/search techniques and issues affecting career decision-making and employment for persons with disabilities.

## **REHAB-723 Rehabilitation Counseling Assessment and Planning**

3 cr.

Repeatable for Credit: No

Knowledge and application of assessments in rehabilitation counseling for diagnosis and treatment planning. Implementation of clinical skills for diagnostic interviewing, needs analysis, and evaluating relevant information for program and career planning, including career and work related assessments. Integrate assessment results into rehabilitation planning.

## **REHAB-752 Group Work in Rehabilitation**

3 cr.

Repeatable for Credit: No

Theoretical and applied understandings of group work and group dynamics when working with individuals with disabilities. Approaches to leading groups in rehabilitation settings and planning and forming groups.

*Prerequisites: take COUN-750 and REHAB-704*

## **REHAB-787 Internship in Rehabilitation Counseling**

5 cr.

Repeatable for Credit: Yes

Minimum of 600 hours of supervised clinical rehabilitation counseling experience in a rehabilitation setting approved by instructor. At least 240 hours of direct service to individuals with disabilities.

*Prerequisites: Must be M.S. degree candidate; take REHAB-707 or REHAB-708 with B or better*

## **COUN-719 Crisis and Trauma Counseling**

3 cr.

Repeatable for Credit: No

Clinical implications of significant personal loss by trauma, life transition, disease, disability and bereavement. Evidence-based approaches to grief counseling, the neurocognitive impact of trauma, and theoretically grounded approaches to trauma counseling. Emphasis will be on clinical skill integration in the context of grief and trauma.

## **COUN-721 Alcohol and Drug Abuse Treatment Programs**

3 cr.

Repeatable for Credit: No

Psychological factors in alcohol and drug abuse. Treatment programs and approaches used by alcohol and drug abuse counselors.

## **COUN-725 Social and Cultural Issues in Counseling**

3 cr.

Repeatable for Credit: No

Major concepts, theoretical perspectives, professional issues, and skills of effective counseling related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, and socio-economic status.

## **COUN-750 Counseling Theory**

3 cr.

Repeatable for Credit: No

History and theories of counseling and psycho- therapy: psychoanalytic, humanistic/existential, cognitive/behavioral, family systems, feminist, and others. Underlying personality theory. Integration and eclecticism in counseling practice. Illustrative practical applications. Integration of counseling theory into a personal counseling style.

## **COUN-752 Group Dynamics**

3 cr.

Repeatable for Credit: No

Theoretical and experiential understandings of group work, dynamics/development, and leadership approaches. Small group experience and supervised training in essential group leadership skills. Design and implementation of different types of groups for diverse populations in varied professional settings.

*Prerequisite or Corequisite: COUN-788*

## **COUN-788 Counseling Process Laboratory**

3 cr.

Repeatable for Credit: No

Basic attending and influencing skills used in the one-to-one and one-to-group situations involving laboratory experiences, such as counseling, feedback, critiquing, modeling, assessing and evaluating.

*Prerequisite or Corequisite: COUN-750*

## **HDFS-742 Lifespan Family and Human Development Seminar**

3 cr.

Repeatable for Credit: No

Human development theory; research, changing trends and issues are explored with focus upon family life cycle variations. Emphasis is given to the application of scientific knowledge to select issues and thematic narratives of lifespan development as well as to information regarding child development in families and their sociocultural contexts.

## **MFT-751 Contemporary Couples and Family Therapy**

3 cr.

Repeatable for Credit: No

Study of contemporary theories of couples and family therapy. Assessment and treatment for children, adolescents, adults, couples, parents and families.

Select one of the following:

Comprehensive Exam Option

## **REHAB-715 Research in Rehabilitation and Counseling**

3 cr.

Repeatable for Credit: No

Basic research methods and design used to determine the effectiveness of rehabilitation services and outcomes. Statistical techniques, research terminology and design, ethical and legal implications of human subjects' research in quantitative and qualitative research applications. Critically analyze research and skill application through development of a practice-related research proposal.

- CRC Comprehensive Examination

Thesis Option

## **EDUC-740 Research Foundations**

4 cr.

Repeatable for Credit: No

Introduction to basic concepts and principles in educational research. Utilizes mastery grading and elements of individualized instruction. Prepares students for their own graduate research experience and to be articulate consumers of research.

## **REHAB-735 Problems in Vocational Rehabilitation**

2 cr.

Repeatable for Credit: No

Identification, selection, and completion of a problem in vocational rehabilitation. The problem project will culminate in a Plan B paper.

Intervention focusing on the family as the consumer of rehabilitation services.  
*Prerequisite: take EDUC-740*

## **REHAB-770 Thesis - Vocational Rehabilitation**

2-6 cr.

Repeatable for Credit: Yes

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for 2, 4, or 6 semester hours of credit in various terms with a final total of six.

*Prerequisite: take EDUC-740*

## **Risk Control, M.S.**

Go to [program website](#)

## **Introduction**

**Master of Science Degree** To remain competitive in today's global economy, organizations need to effectively protect their human, financial, legal, property and natural resources. UW-Stout strongly embraces this resource protection perspective with a M.S. degree in Risk Control that prepares individuals to serve as consultants in the areas of employee safety, facility and environmental protection. This masters degree program is nationally recognized by major corporations for developing a broad range of technical as well as managerial skills that align with the demands of a highly dynamic profession.

The Risk Control program is a comprehensive course of study is designed to meet both the personal and professional needs of the student by emphasizing a technical base in employee, legal, environmental and property protection; and a solid management perspective in those areas.

The program stresses the means by which loss prevention as well as loss reduction-based activities are integrated into an organization's day-to-day practices. Individuals from business, industry, education and government-oriented backgrounds seek this program to assist with professional growth and/or a possible career change. Students in the program continuously integrate theory with realistic, practical problem solving experiences with local industries and thus hone their ability to work in a team-oriented professional setting. The M.S. in Risk Control program maintains a competency-based focus which stems from close collaboration with successful business leaders that work in the risk control/safety profession.

## **Admission**

To be admitted to this program with full status, the applicant must hold a bachelor's degree from an accredited college with an overall grade point average of at least 3.0. Applicants with an overall grade point average ranging from 2.5 to 3.0 may be considered for probationary admission. In addition, the applicant must have appropriate academic coursework in the areas of general safety, chemistry and organizational leadership. A deficiency in these prior coursework requirements does not preclude admission, but would still require completion of additional undergraduate work and/or increase the amount of graduate credit required to earn the degree. Professional, industrial/trade or educational experience is a definite plus for those who enroll in the program. An individual program of study will be designed to accommodate the requirements of the profession and the needs of the student. Final student selection and admission to the program will be accomplished by the program director and the faculty. The application deadline for fall semester admissions is February 1 while spring applications are due by October 1. Late applications may be considered after these dates only if openings exist for the coming term.

## **Primary Evaluation Processes**

The primary processes used to evaluate each applicant include his/ her professional goals, related work experience, prior degree and the grade point average of such academic work. Upon acceptance into the program, the faculty provides timely performance feedback on the students' ability to master the various technical as well as managerial concepts that are promoted in each of the core program courses.

# Requirements

The requirements for the M.S. Risk Control degree include (a) completion of at least 39 semester hours of graduate credit with an overall graduate grade point average of 3.0 or better, (b) completing a minimum of 20 credits at the 700 level, and (c) and being approved for degree candidacy in relation to the following program-specific courses:

## General Requirements Master of Science Degree

Total for graduation	39 credits
Management/Applied Research	14-17 credits
Risk Control/Safety/Property Protection	17 credits
Industrial Hygiene/Occupational Health	8 credits

### Management/Applied Research (14-17 credits)

#### **RC-640 Environmental Leadership & Sustainable Management**

3 cr.  
Repeatable for Credit: No  
Examination and evaluation of topics related to environmental regulations, environmental leadership and sustainability management. Environmental and sustainability issues and management challenges will be analyzed and synthesized to provide a fundamental understanding of environmental regulations and management strategies to promote environmental protection and sustainability management.  
*Prerequisite: Take RC-583*

#### **RC-735 Field Problem in Risk Control**

2-4 cr.  
Repeatable for Credit: No  
An operational experience which requires identification of a technical and/or administrative problem in an occupational setting. The problem is researched, analyzed for alternative operational countermeasures, and field tested to determine the effectiveness of the solutions.

#### **RC-781 Risk Management Applications**

3 cr.  
Repeatable for Credit: No  
A broad spectrum of risk management topics, including the risk management process, risk assessment, and several alternative risk transfer techniques.

#### **RC-782 Loss Control Systems**

3 cr.



Repeatable for Credit: No

In-depth investigation, application and evaluation of current managerial practices, which are specifically and uniquely related to managing loss/risk control processes and systems.

Select One:

### **INMG-700 Organizational Research Methods**

3 cr.

Repeatable for Credit: No

Quantitative and qualitative approaches to organizational and industrial research. Application of appropriate research tools to understand interpersonal relationships, analyze and design jobs, organizations and systems. This course should be taken the next to last semester in a student's coursework. Development of a research proposal that may be used to complete master's level field project/thesis.

### **EDUC-740 Research Foundations**

4 cr.

Repeatable for Credit: No

Introduction to basic concepts and principles in educational research. Utilizes mastery grading and elements of individualized instruction. Prepares students for their own graduate research experience and to be articulate consumers of research.

## **Risk Control/Safety/Property Protection (17 credits)**

### **RC-583 Occupational Safety and Health Standards**

3 cr.

Repeatable for Credit: No

Understanding and proper application of a range of regulations and standards relating to occupational safety and health.

### **RC-586 Fire Protection**

2 cr.

Repeatable for Credit: No

Behavior of fire: chemistry, protection, prevention and control.

### **RC-587 Human Factors Engineering/Ergonomics**

3 cr.

Repeatable for Credit: No

Physiological and psychological abilities in human/machine interface, working performance, reliability, comfort and safety; effective design of

people and work environment as a cybernetic system.

## **RC-589 Fleet Risk Control Management**

3 cr.  
Repeatable for Credit: No  
Overview of logistically-oriented management systems required to control risk in fleet operations including internal standards development/analysis, emergency response, accident analysis, loss benchmarking, driver selection and training, vehicle operation, substance abuse testing, hours of service, vehicle maintenance/ inspection, route planning, cargo/personnel security, hazardous materials transportation, and regulatory controls.

## **RC-595 Emergency Preparedness and Response**

3 cr.  
Repeatable for Credit: No  
Specific emergency response plans that meet federal, state and local regulations.

## **RC-725 Process Hazard Management**

3 cr.  
Repeatable for Credit: No  
Understanding and proper application of various process hazard management techniques. Identify hazards, assess their risk frequency and severity; define countermeasures (mitigation and elimination).

## **Industrial Hygiene/Occupational Health (8 credits)**

### **RC-710 Industrial Hygiene Instrumentation**

2 cr.  
Repeatable for Credit: No  
Workplace environment analysis by direct reading and integrated sampling techniques. Fundamental Chemistry background required.  
*Corequisite: RC-742*

### **RC-720 Occupational Toxicology**

3 cr.  
Repeatable for Credit: No  
Fundamental principles of toxicology as applied to human physiology and health. Fundamental Chemistry background required.

### **RC-742 Industrial Hygiene**

3 cr.  
Repeatable for Credit: No  
Principles and techniques for recognizing, evaluating and controlling existing or potential occupational health hazards that affect employee safety and health. Fundamental Chemistry background required.  
*Corequisite: RC-710*

## School Counseling, M.S.

Go to [program website](#)

## Introduction

**Master of Science Degree** The program in school counseling provides a basic preparation in school counseling that leads to certification by the State of Wisconsin for employment in the public schools.

Students who seek certification from the Wisconsin Department of Public Instruction must meet both elementary and secondary requirements for certification as a school counselor on a PK-12 basis.

Learning experiences in the immediate professional setting include supervised counseling practicum and internship.

## Admission

To be admitted with full status to this program, the applicant must hold a bachelor's degree from an accredited college and have an overall grade point average of at least 2.75. Applicants may be admitted on probationary status if their overall grade point average is at least 2.5, but less than 2.75. These exceptions are subject to a strict limit of 10 percent of the students in the program and must be individually negotiated with the recommendation of the program director and the approval of the Graduate School.

Both the Graduate School Application form (obtainable *online at* <http://www.uwstout.edu/grad/prospect/apply.cfm>) and a Program Application form (obtainable *online at* <http://www.uwstout.edu/programs/msc/apply.cfm>) must be submitted by each applicant, including the documents identified on these two forms. Applicants must have presented and filed all required Graduate School documents to the Graduate School office by February 1 for summer and fall terms, and October 1 for the spring term. After committee review and a personal interview for selected applicants, notification of acceptance will be made by May 1 for summer and fall terms, and December 1 for the spring term. The process and deadlines for selecting applicants will be strictly followed in each case.

Students will be admitted on the basis of academic performance, admissibility to the Graduate School, recommendations and rankings of a screening committee. These rankings are based on: 1. Experience in a helping profession, i.e., counseling, education, social work, psychology and volunteer activities; 2. Letters of recommendation from employers, instructors and consumers of services provided by the applicant; 3. An autobiographical statement in which the applicant has outlined assets and liabilities as a potential counselor trainee; and 4. Academic performance and potential as demonstrated by performance in undergraduate coursework, and any additional graduate coursework. A personal interview with the program director and faculty is also required. The interview is scheduled with selected applicants following review of application materials.

## Requirements

The degree requires a minimum of 52 credit hours. Transfer credits may not exceed 12. An overall graduate grade point average of 3.0 or better is required, and a minimum grade of 2.75 is required for all core requirements. Students must also be approved for degree candidacy at the appropriate time and follow the approved program plan outlined here:

## General Requirements

### Master of Science Degree

Total for graduation 52 credits  
Core Requirements 50 credits

## Core Requirements (50 credits)

### **COUN-750 Counseling Theory**

3 cr.

Repeatable for Credit: No

History and theories of counseling and psycho- therapy: psychoanalytic, humanistic/existential, cognitive/behavioral, family systems, feminist, and others. Underlying personality theory. Integration and eclecticism in counseling practice. Illustrative practical applications. Integration of counseling theory into a personal counseling style.

### **COUN-752 Group Dynamics**

3 cr.

Repeatable for Credit: No

Theoretical and experiential understandings of group work, dynamics/development, and leadership approaches. Small group experience and supervised training in essential group leadership skills. Design and implementation of different types of groups for diverse populations in varied professional settings.

*Prerequisite or Corequisite: COUN-788*

### **COUN-788 Counseling Process Laboratory**

3 cr.

Repeatable for Credit: No

Basic attending and influencing skills used in the one-to-one and one-to-group situations involving laboratory experiences, such as counseling, feedback, critiquing, modeling, assessing and evaluating.

*Prerequisite or Corequisite: COUN-750*

### **EDUC-740 Research Foundations**

4 cr.

Repeatable for Credit: No

Introduction to basic concepts and principles in educational research. Utilizes mastery grading and elements of individualized instruction. Prepares students for their own graduate research experience and to be articulate consumers of research.

### **HDFS-742 Lifespan Family and Human Development Seminar**

3 cr.

Repeatable for Credit: No

Human development theory; research, changing trends and issues are explored with focus upon family life cycle variations. Emphasis is given to the application of scientific knowledge to select issues and thematic narratives of lifespan development as well as to information regarding child development in families and their sociocultural contexts.

## **SCOUN-705 Play Therapy**

2 cr.

Repeatable for Credit: No

Study of play therapy theory, research, and utility in school and clinical settings. Application of play-based assessment, treatment planning, and therapeutic skills through supervised laboratory experience.

## **SCOUN-647 Emotional and Behavioral Problems of Children and Adolescents**

3 cr.

Repeatable for Credit: No

Assessment, identification and evaluation of emotional and behavioral disorders of learners middle childhood through adolescence, including methods of observing, diagnosing, documenting and interpreting. Characteristics of emotional and behavioral disabled learners, including potential concomitant physical, cognitive, or sensory disabilities and psychological, social and environmental factors contributing to childhood emotional and behavioral disorders.

## **SCOUN-733 Lifespan Career Development**

3 cr.

Repeatable for Credit: No

Study and application of career development and theories from a lifespan perspective. Examination of established and emerging labor-markets, economic and social forces likely to impact career development and choice. Access, implementation, and evaluation of information systems. Application of assessment tools and techniques.

## **SCOUN-765 Professional Orientation to School Counseling**

3 cr.

Repeatable for Credit: No

Orientation to school counseling history, professional roles and functions, and programming models. Credentialing processes, professional organizations, public policies related to school counseling.

## **SCOUN-777 Law and Ethics for Counseling Professionals**

3 cr.

Repeatable for Credit: No

Legal and ethical issues encountering mental health, school counselors and school psychologists. Investigation of laws, legal systems, professional ethics, administrative codes, history and trends in the field, and other legal issues as applied to professional practice of counseling professionals.

## **SCOUN-782 PK-12 Developmental Guidance Curriculum**

3 cr.

Repeatable for Credit: No

Strategies and techniques for designing and delivering PK-12 developmental guidance curriculum. National and state student standards and

benchmarks as framework for curriculum design. Instructional and facilitation strategies, classroom management, evaluation processes for elementary, middle, and high school group/classroom guidance.

*Prerequisites: take COUN-750 and SCOUN-765; must be M.S. School Counseling or M.S. Guidance & Counseling major*

## **SCOUN-788 School Counseling Practicum**

2 cr.

Repeatable for Credit: No

Application of individual, small group, and large group guidance and counseling techniques in school settings. Supervised practice for a minimum of 100 hours on site, with additional campus-based, large group supervision.

*Prerequisites: take COUN-750 and COUN-788*

## **SCOUN-788L School Counseling Practicum Laboratory**

1 cr.

Repeatable for Credit: No

Application of basic school counseling skills in laboratory setting: assessing student needs, facilitating change, and evaluating outcomes.

*Prerequisites: take COUN 750 and COUN 788*

## **SCOUN-789 Elementary School Counseling Internship Practicum**

3-6 cr.

Repeatable for Credit: No

Practical experience in school counseling in a K-8 school setting for a minimum of 300 hours. Application of counselor competencies and utilization of professional school counseling skills under supervision.

Instructor's Consent Required

*Prerequisite: take SCOUN-793*

## **SCOUN-790 Secondary School Counseling Internship**

3-6 cr.

Repeatable for Credit: No

Practical experience in school counseling in a 9-12 school setting for a minimum of 300 hours. Application of counselor competencies and utilization of professional of professional school counseling skills under supervision.

Instructor's Consent Required

## **SCOUN-793 School Counseling Internship Seminar**

3 cr.

Repeatable for Credit: No

Case consultation and group supervision activities to accompany field-based application of school counseling knowledge and skills. Research, identify, and evaluate solutions to field problems in school counseling. Must be taken concurrently with SCOUN 789 and/or SCOUN 790.

Instructor's Consent Required

*Must be taken concurrently with SCOUN-789 and/or SCOUN-790.*

## **SPSY-753 Psychometric Theory & Application**

2 cr.

Repeatable for Credit: No

Introduction to psycho-educational theory and concepts in relation to inter- and intra-individual assessment. Covers basic statistics, in regard to test construction, test uses and misuses, test selection, purposes of testing, ethics, basic test interpretation processes and types of tests and testing programs frequently employed by psycho-educational specialists.

## **SPSY-753A School Counseling Assessment Laboratory**

1 cr.

Repeatable for Credit: No

Introduction to assessment materials and techniques employed by school counselors. Individual inventories, aptitude and achievement tests, problem surveys and other student assessment materials.

*Prerequisite or corequisite: SPSY-753*

## **SPSY-775 School Consultation**

2 cr.

Repeatable for Credit: No

Comprehensive overview of theories and processes of psychological and educational consultation. Training in specific consultative skills through use of role-play, feedback, and homework assignments.

## **Selectives (2 credits; self-designed concentrations are encouraged)**

### **SCOUN-730 Advising the Student Athlete**

2 cr.

Repeatable for Credit: No

Advanced advising and counseling issues pertaining specifically to the student athlete population and consultation strategies for youth in sports programs. Designed to advance the skills of the school counselor or school psychologist in-training.

### **SCOUN-792 Post-Secondary Career Counseling Practicum**

3 cr.

Repeatable for Credit: No

Closely supervised career counseling experience at a postsecondary career counseling center.

*Prerequisites: take SCOUN-733*

### **SPSY-690 Behavioral Interventions in the Schools**

2 cr.

Repeatable for Credit: No

Study and practice in Functional Behavioral Assessment and Behavioral Intervention Planning for individualized behavior problems in the PK-12 education setting using both a direct-service and consultation-collaboration model. Focus on assessment skills to produce data-driven environmental modifications, pro-social replacement behaviors, consequence strategies, and home-school interventions.

## Note(s):

*Depending on undergraduate degree major, some students are required to complete additional course work to meet minimum competency for certification. Minimum competency courses are Psychology of Learning; Inclusion; Multiculturalism; Preparation for Research; and Organization, Administration, Operation of Schools.*

## Full Time or Part Time Study

Extended field placement (*internship*) required in this program consists of 600 hours in the school. Part-time study while holding a full-time job is very difficult unless the employment provides considerable flexibility. The internship may not be completed in the summer session because the time available is not extensive enough and regular school placements are not available. Therefore, full-time study for at least one semester is recommended. A substantial portion of the course work may be completed part time by attending summer sessions, attending during the regular semesters for late afternoon and evening classes, or enrolling in continuing education off-campus courses. However, a commitment for at least one semester full time, or two semesters half time, is required at the point where the student is ready for internship placement.

## School Psychology, M.S.Ed.

Go to [program website](#)

## Introduction

**Master of Science in Education** The school psychology program provides students with specialized training in both psychology and education. School psychologists use their knowledge, training and skills to team with educators, parents and other mental health professionals. They work to maximize the learning of students and to promote the development of safe, healthy and enriching school environments.

The Master of Science in Education degree (*M.S.Ed.*) course work occupies the first year of study, and the Education Specialist degree in school psychology (*Ed.S.*) is completed after the second year of study and a third year of internship. Following successful completion of both degrees, students are eligible for full certification by the Wisconsin Department of Public Instruction and the corresponding agency in most other states. Additionally, after completing both degrees, students are eligible for national certification by the National Association of School Psychologists (*NASP*).

The M.S.Ed. degree in school psychology is a 30-credit degree program. Students complete course work in psychometrics, counseling, assessment, diagnosis and psychoeducational disabilities. After satisfactorily completing 30 credit hours and a thesis, students are awarded the degree.

## Degree Program Admission

To be admitted with full status to the program, the applicant must hold a bachelor's degree from an accredited college and have an overall undergraduate grade point average of 3.0 or better. A limited number of applicants may be admitted on probationary status if their overall grade point average is at least a 2.75.

Applicants should have an undergraduate degree with a major emphasis in one of the behavioral sciences or a closely related field. As part of the preparation for entry, a minimum of 15 credits in psychology and/or education are recommended. Course work necessary for sufficient preparation includes developmental psychology, abnormal psychology, personality, learning and statistics. An applicant with insufficient



background may be required to take specific undergraduate courses in these areas in addition to those required within the graduate program.

The Graduate School Application form (*obtainable online at [www.uwstout.edu/grad/prospect/apply.cfm](http://www.uwstout.edu/grad/prospect/apply.cfm)*), the Program Application form (*obtainable online at [www.uwstout.edu/programs/edssp/apply.cfm](http://www.uwstout.edu/programs/edssp/apply.cfm)*), and their respective documents must be submitted by each applicant. Applicants must have presented and filed all required admission documents by January 15 prior to enrollment. After committee review, selected applicants will be invited for personal interviews. Following the committee's review, applicants will be notified of their status prior to April 15. If openings occur after this date, the program director and the committee may consider late applications.

Students will be admitted on the basis of academic performance, the recommendation of the Graduate School, and the rankings of the admission's committee. These rankings are based on:

1. Letters of recommendation from employers, faculty, and persons knowledgeable regarding the qualifications of the applicant.
2. The applicant's previous grade point average.
3. An interview in person (*or by telephone when restriction prohibits a personal interview*).
4. An autobiographical statement in which the applicant has outlined areas of interest, intent and professional goals.
5. A spontaneous writing sample completed by the applicant on the interview date.
6. Work or volunteer experience in the helping professions.

## Education Specialist Degree Admission

Admission to the M.S. Ed. program in school psychology does not ensure admission to the Ed.S. program. Admission to the Ed.S. program requires an application to the Graduate School and the Ed.S. program.

Applicants to the Ed.S. program must have maintained at least a 3.25 graduate grade point average, and attained a grade of "B" or better in the following courses: Counseling Process Laboratory, Learning Disabilities Laboratory, and Supervised Counseling Practicum. Further, an applicant must be considered a student in good standing, have demonstrated appropriate professional conduct as a graduate student, and have passed a background check conducted by the appropriate state or federal agency.

Practicing professionals who already possess a related master's degree may also wish to seek school psychology certification. Such individuals also must apply for admission to the Ed.S. degree in school psychology program.

## Primary Evaluation Processes

The primary process used to evaluate a student's performance is a regularly scheduled review by the program committee of a student's course grades, research activities, practicum evaluations, and professional ethical/legal conduct. Program faculty convene once a semester to evaluate each student's progress. Degree candidacy is awarded to students who are in good standing, have fulfilled all Graduate School requirements for degree candidacy, and have fulfilled all school psychology program requirements for degree candidacy.

## Requirements

The program outlined here includes all requirements for the M.S.Ed. degree in School Psychology. Completion of the M.S.Ed. degree will require a minimum of 30 credits and Plan B thesis. Credits earned toward the degree must meet a grade point average of 3.0 or better. A minimum of 15 credits must be at the 700 level. Application for degree candidacy must also be approved at the appropriate time.

All of the following courses are required for full certification as a school psychologist. The first 30 credits can be applied toward the M.S.Ed. degree.

## Degree Without Certification

Students who do not intend to work in the schools as a school psychologist but are interested in a related field (*where preparation emphasizing assessment, counseling, consultation, and disabilities is desirable*) may elect to complete the M.S.Ed. degree only.

## Provisional Certificate or Licensure

A provisional certificate or licensure will be awarded to a student who has completed a master's degree and all remaining course work (*except the Internship and Specialist Thesis requirements of the Ed.S. degree*) by the Department of Public Instruction in Wisconsin or a corresponding

agency in most states.

# General Requirements

## Master of Science in Education Degree

Total for graduation	30 credits
Core Professional Training	15 credits
Psychological Foundations	13 credits
Educational Foundations	2 credits

### Core Professional Training (15 credits)

#### **COUN-788 Counseling Process Laboratory**

3 cr.  
Repeatable for Credit: No  
Basic attending and influencing skills used in the one-to-one and one-to-group situations involving laboratory experiences, such as counseling, feedback, critiquing, modeling, assessing and evaluating.  
*Prerequisite or Corequisite: COUN-750*

#### **SPSY-753B Lab--School Psychology**

1 cr.  
Repeatable for Credit: No  
Introduction to basic psychometric materials and techniques employed by school psychologists. Emphasis is placed upon individual mental tests and procedures.  
*Prerequisite or Corequisite: take SPSY-753*

#### **SPSY-768 Academic Intervention and Methods**

3 cr.  
Repeatable for Credit: No  
Principles and techniques used in assessing, instructing, and identifying students with academic delays and/or learning disabilities. Historical perspectives, current research, and strategies for students at risk for and with learning disabilities is examined and evaluated. Applied practice in academic interventions and academic assessment techniques is utilized.  
*Prerequisite: take SPSY-741*

#### **SPSY-775 School Consultation**

2 cr.  
Repeatable for Credit: No  
Comprehensive overview of theories and processes of psychological and educational consultation. Training in specific consultative skills through

use of role-play, feedback, and homework assignments.

## **SPSY-778 Psychoeducational Disabilities**

3 cr.

Repeatable for Credit: No

Etiology and characteristics of psycho-educational disabilities. Considerations for assessment and intervention. Understanding the role of the school psychologist in the educational system and in support of diverse learners, educators, and families.

## **SPSY-743 Cognitive Assessment**

3 cr.

Repeatable for Credit: No

Supervised practice in the administration, scoring and interpretation of individual tests of cognitive abilities. Emphasis is directed toward the evaluation of intellectual ability, the examination of strengths and weaknesses in cognitive processing, the integration of findings in psycho-educational reports, and intervention planning for individual clients.

*Prerequisites: take SPSY-753 and SPSY-753B*

## **Psychological Foundations (13 credits)**

### **COUN-750 Counseling Theory**

3 cr.

Repeatable for Credit: No

History and theories of counseling and psycho- therapy: psychoanalytic, humanistic/existential, cognitive/behavioral, family systems, feminist, and others. Underlying personality theory. Integration and eclecticism in counseling practice. Illustrative practical applications. Integration of counseling theory into a personal counseling style.

### **EDPSY-730 Advanced Psychology of Learning for Instruction**

2 cr.

Repeatable for Credit: No

Theories of learning with applications and implications to the learning environment. Biological bases and psychoeducational models with an examination of instruction and the learning conditions and strategies that promote the acquisition and transfer of knowledge in children, adolescents, and adults.

### **EDUC-740 Research Foundations**

4 cr.

Repeatable for Credit: No

Introduction to basic concepts and principles in educational research. Utilizes mastery grading and elements of individualized instruction. Prepares students for their own graduate research experience and to be articulate consumers of research.

## SPSY-735 Problems in School Psychology

2 cr.

Repeatable for Credit: No

Independent investigation into a carefully delineated area of school psychological services in an attempt to bring evidence to bear on a problem. The use of research techniques is required. Reporting of the study is expected to meet the standards appropriate to scholarly writing by professionals in the field.

*Prerequisite: take EDUC-740*

## SPSY-753 Psychometric Theory & Application

2 cr.

Repeatable for Credit: No

Introduction to psycho-educational theory and concepts in relation to inter- and intra-individual assessment. Covers basic statistics, in regard to test construction, test uses and misuses, test selection, purposes of testing, ethics, basic test interpretation processes and types of tests and testing programs frequently employed by psycho-educational specialists.

## Educational Foundations (2 credits)

## SPSY-701 Roles and Functions of School Psychologists

2 cr.

Repeatable for Credit: No

Overview of the history, roles and functions of school psychologists (nationally and regionally). Observation and discussion of the profession in a seminar format.

## Sustainable Management, M.S.

Go to [program website](#)

## Introduction

**Master of Science Degree** The online M.S. in Sustainable Management will attract primarily adult and nontraditional students who hold an undergraduate degree and have the desire to continue their education toward a graduate degree for the purpose of engaging in this developing, interdisciplinary field and increasing their professional prospects.

The interdisciplinary focus encourages students to examine sustainability from different perspectives. The curriculum will also ensure that students gain a comprehensive understanding of the ways in which changing human activities affect the inseparable natural, social, and economic environments.

The M.S. in Sustainable Management is an online 34-credit graduate program offered jointly by faculty from UW-Superior, UW-Stout, UW-Parkside, UW-Oshkosh, and UW-Green Bay. Each institution will supply up to 10 credits in areas of expertise.

A signature feature of the program is that students can work with their academic advisor to plan and formalize a unique capstone experience that could involve an internship/preceptorship and faculty/student research project.

Upon completion of the M.S. in Sustainable Management, graduates will be able to:

- Effectively communicate complex issues related to sustainability;
- Analyze the relationship between human activity and the natural, social, and economic environments;
- Apply performance metrics, utilizing natural and social capital to drive organizational decision-making;
- Understand and synthesize the role and impact of the built environment;
- Evaluate the social and political impact of sustainability in political systems and their obligations to future generations;
- Examine how organizational leaders develop and enable sustainable organizations; and
- Apply sustainable management principles to impact the design of products, processes, energy production and use, waste minimization, and pollution prevention.

## Admission

Students will apply to one of the five partner institutions. Admission requirements include an application, a 500-word statement of intent, two letters of recommendation and a resumé. Upon admittance, that institution will become the student's administrative home for the degree.

## Requirements

The requirements for the M.S. in Sustainable Management degree include (a) completion of at least 34 semester hours of graduate credit with an overall graduate grade point average of 3.0 or better (b) 24 credits from core, 6 credits of a specialty track, and 4 credits of a capstone course sequence (c) a course distribution as outlined here:

## General Requirements Master of Science Degree

Total for graduation	34 credits
Core Curriculum	24 credits
Specialty Electives	6 credits
Capstone Experience	4 credits

### Core Curriculum (24 credits)

#### SMGT-700 Cultural and Historical Foundations of Sustainability

3 cr.  
Repeatable for Credit: No  
The changing relationships of humans to the natural environment: changes in dominant scientific perspectives and the process of scientific debate. The quest for understanding, manipulating, and dominating the natural world. Cultural and organizational structures; the role and impact of technology; the systems approach to problems solving and its implications for the future.  
Instructor's Consent Required

#### SMGT-710 The Natural Environment

3 cr.  
Repeatable for Credit: No  
The role of humans in the biosphere; human impacts on natural systems (natural cycles, climate, water, energy, bio-systems, ecosystems). Use of case studies, some pre-reading, carbon cycle as a unifying theme. Disturbance pollution and toxicity, carrying capacity and natural capital.  
Instructor's Consent Required

## **SMGT-720 Applied Research and the Triple Bottom Line**

3 cr.

Repeatable for Credit: No

Document and project internal and external costs resulting from the inseparability of the natural, social, and economic environments. Assess sustainability issues using basic modeling techniques; cause and effect, root cause analysis, regression analysis, and business scenario-based cases. Instructor's Consent Required

## **SMGT-730 Policy, Law, and the Ethics of Sustainability**

3 cr.

Repeatable for Credit: No

Policy, law and ethics regarding sustainability of economic development and emerging national and international environmental challenges. The role of domestic and international enforcement agencies and commissions such as the Department of Interior, United Nations Environment Programme, in building a more just, prosperous, and secure environmental common future.

## **SMGT-740 Economics of Sustainability**

3 cr.

Repeatable for Credit: No

Understand the economy as a component of the ecosystem within which it resides, with natural capital added to the typical analysis of human, social, built, and financial capital. Explore traditional micro, macro, and international trade theory and policy and the implications of sustainability.

Instructor's Consent Required

## **SMGT-750 The Built Environment**

3 cr.

Repeatable for Credit: No

This assessment of the intersection of the built environment and human needs: water, air, food, waste, transportation, health care and education. Focus on evaluation and analysis of energy technology systems and building efficiency in the context of facilities management.

Instructor's Consent Required

## **SMGT-760 Geopolitical Systems**

3 cr.

Repeatable for Credit: No

Examination of decision making and public policy for sustainability at the national, state, and local level; emphasizing social, economic, and political factors that affect decisions within the public, nonprofit, and private sectors; and decisions designed to foster achievement of sustainability.

Instructor's Consent Required

## **SMGT-770 Leading Sustainable Organizations**

3 cr.

Repeatable for Credit: No

Macro-level perspective on leading sustainable organizations. topics include organizational change and transformation processes, strategic and creative thinking, organizational structures and their impacts, conflict management and negotiation, stakeholder management and situational leadership styles and behaviors. How organizational leaders develop and enable sustainable organizations, especially in times of environmental change.

Instructor's Consent Required

## Specialty Electives (6 credits)

*Choose two of the following four courses:*

### **SMGT-780 Corporate Social Responsibility**

3 cr.

Repeatable for Credit: No

Evaluation of risks and potential impacts in decision making and recognizing the links between the success of an organization and the well being of a community. Integrating corporate social responsibility throughout an organization, creating metrics and communicating CSR policies internally and externally. Development of best practices in an organization pertaining to corporate social responsibility.

Instructor's Consent Required

### **SMGT-782 Sustainable Supply Chain Management**

3 cr.

Repeatable for Credit: No

Planning, organizing and controlling the organization's supply chain based on the triple bottom line; use of total cost analyses and product/process life cycles to lead strategy and operations decisions. Impacts of sourcing, reverse logistics and service supply chains on organizational performance and the resulting carbon, water and pollution footprints are considered.

*Prerequisites: take SMGT-720 and SMGT-740*

### **SMGT-784 Sustainable Water Management**

3 cr.

Repeatable for Credit: No

Practical applications of sustainability in aquatic environments. Topics include water and health, water quality and quantity, governance, assessing the aquatic environment, water treatment technologies, environmental mitigation, and impacts of climate change. Emphasis will be on selected areas of interest from the perspective of public health, engineering, and municipal conservation management.

Instructor's Consent Required

### **SMGT-785 Waste Management and Resource Recovery**

3 cr.

Repeatable for Credit: No

Practical issues of sustainability in waste management. The generation, processing, management and disposal of municipal, industrial and agricultural waste with an emphasis on the technical, economic and environmental aspects of various recovery processes. Also, producer responsibility and design for environment and life cycle analysis.

Instructor's Consent Required

## Capstone Experience (4 credits)

### SMGT-790 Research Methods

1 cr.

Repeatable for Credit: No

Methods used in epidemiologic research, including the design of research studies and the collection and analysis of data. Sustainability studies are typically observational in nature, meaning that the investigator has limited control over the exposure that study participants experience and are typically concerned about the health of organizations.

Instructor's Consent Required

### SMGT-792 Capstone Project

3 cr.

Repeatable for Credit: No

Original research on a project of the student's choosing with instructor approval, typically involving a sustainability issue applicable in the student's place of employment or a local not-for-profit organization. A continuation of the research methodology course that is a prerequisite.

Instructor's Consent Required

*Prerequisite: take SMGT-790*

## Technical and Professional Communication, M.S.

Go to [program website](#)

## Introduction

**Master of Science Degree** The graduate program in Technical and Professional Communication (*MSTPC*) is a 30-credit, online degree program designed for working professionals. The program attracts students who wish to work as technical communicators in industry, manage document production groups, or those intending to professionalize their communication skills to be more competitive in the job market.

**Flexibility.** This program can be completed around your schedule, whether you need to enroll part-time or full-time.

**Quality Instruction.** Program faculty have experience teaching in online environments, and the program is evaluated yearly to help ensure that students receive quality instruction.

**Variety.** The program offers a wide variety of courses including rhetorical theory, usability and user-centered design, communication strategies for emerging media, visual rhetoric, project management, and international technical communication.

## Admission

To apply for the program, candidates need to apply to the UW-Stout Graduate School. To complete the application, e-mail a Statement of Goals, Resume, and Portfolio with Reflective Statements to the program director (*see website*). These additional application materials will be used during the admission selection process.

To gain full admission to the program, the program selection committee requires that the applicant must hold a baccalaureate degree with an overall GPA of at least 2.75 GPA. The committee favors those students with academic and workplace experience writing and designing



documents and those with keen interests in professionalizing their communication practices.

# Requirements

The requirements for this degree include (a) minimum of at least 30 semester hours of graduate credit with an overall grade point average of 3.0 or better, with a minimum of 15 credits at 700-level or above; (b) approval for degree candidacy at the appropriate time; (c) program requirements must be completed in seven years or less; and (d) course distribution as follows:

## General Requirements Master of Science Degree

Total for graduation	30 credits
Core Courses	12 credits
Selected Studies	15 credits
Independent Research	3-6 credits

### Core Courses (12 credits)

#### ENGL-700 Theory and Research in Technical Communication

3 cr.  
Repeatable for Credit: No  
Theoretical concepts and research methods in technical and professional communication.

#### ENGL-720 Rhetorical Theory

3 cr.  
Repeatable for Credit: No  
Classical and modern theories of rhetoric and rhetorical analysis.

#### ENGL-730 User-Centered Research for Technical Communicators

3 cr.  
Repeatable for Credit: No  
Theories and practice of user-centered research in technical and professional communication. Emphasis on applying user-centered research methods in a variety of writing and communication contexts.

#### ENGL-740 Visual Rhetoric for Technical and Professional Communicators

3 cr.  
Repeatable for Credit: No

Rhetorical theory and technical communication research in document design and related visual communication principles. Strategies for designing documents, data displays, and other products used by technical communicators in the workplace.

## Selected Studies (15 credits)

Choose 15 credits from the following:

### **ENGL-512 Transnational Professional Communication**

3 cr.

Repeatable for Credit: No

Theories and practical approaches to the global aspects of professional communication, including translation and cross-cultural visual communication. Apply cultural models in order to understand and address the needs of users and colleagues from different cultural and linguistic backgrounds.

### **ENGL-615 Technical Writing**

3 cr.

Repeatable for Credit: No

On-the-job writing for business and industry; reports, letters and other documents.

### **ENGL-635 Writing Technical Manuals**

3 cr.

Repeatable for Credit: No

Production of a technical manual--planning procedure, collecting information, analyzing audience, writing and field testing.

### **ENGL-637 Technical Writing Practicum**

1-3 cr.

Repeatable for Credit: Yes

Plan, write and produce a technical document for a client. Principles of document design, clear writing for a specific audience, methods of determining client needs, and methods of producing the final document.

Department Consent Required

### **ENGL-712 Communicating in Multilingual Environments**

3 cr.

Repeatable for Credit: No

Language change, World Englishes, and writing systems in different languages. Theoretical approaches to negotiating language difference. Application of course topics to written communication in online, multilingual environments.

## **ENGL-725 Advanced Usability**

3 cr.

Repeatable for Credit: No

In-depth study of the principles, processes, and techniques of usability testing and evaluation.

## **ENGL-737 Technical and Professional Communication Portfolio**

1 cr.

Repeatable for Credit: No

Analysis and production of portfolios for use in academia and industry.

## **ENGL-745 Communication Strategies for Emerging Media**

3 cr.

Repeatable for Credit: No

Emerging media and digital technologies as catalysts of cultural change, and how such changes have affected the way technical communicators write, share, and consume materials.

## **ENGL-750 Special topics in Technical and Professional Communication**

3 cr.

Repeatable for Credit: Yes

In-depth study of special topics in the field of technical and professional communication.

## **INMGT-565 Project Management**

3 cr.

Repeatable for Credit: No

Planning, scheduling, and control of technical projects. topics covered include activity identification, network diagrams, scheduling, PERT/CPM, cost analysis, resource management, and computer control.

## **INMGT-675 Advanced Project Management**

3 cr.

Repeatable for Credit: No

Advanced planning, control, and leadership of technical projects and programs. topics covered include: project and program justification, project management maturity and methods, multiple project or portfolio management, project management in multinational cultures, virtual project teams, requirements definition, and outsourcing.

*Prerequisite: take INMGT-565*

## **COMST-508 Business and Professional Speaking**

3 cr.

Repeatable for Credit: No

Professional communication; projects emphasizing the application of oral presentation skills in business and professional contexts.

## **COMST-710 Advanced Interpersonal Communication for Professionals**

3 cr.

Repeatable for Credit: No

Study of interpersonal communication theory applied to organizational and professional contexts.

### **Note(s):**

*\*Up to 9 credits of approved graduate transfer coursework may be applied\**

## **Independent Research (3-6 credits)**

## **ENGL-735 Field Project in Technical and Professional Communication**

1-3 cr.

Repeatable for Credit: No

Completion of an original field project for business or industry, culminating in a deliverable for a client and a project report presented in a research project format.

*Prerequisite: Take ENGL-700*

## **ENGL-770 Technical and Professional Communication Thesis**

1-6 cr.

Repeatable for Credit: No

Selection, investigation, and completion of an original research project, culminating in a paper prepared according to thesis standards describing the problem investigated, literature review, methods, and interpretation of findings.

Instructor's Consent Required

*Prerequisite: Take ENGL-700*

## **Training and Human Resource Development, M.S.**

Go to [program website](#)

## **Introduction**

**Master of Science Degree** The Master of Science in Training and Human Resource Development program is designed to prepare professionals

who seek to research, implement, and manage the learning and development programs and services within a variety of organizational contexts. This degree builds upon the student's interest and experience in developing the employee and the organization through training and learning opportunities.

Courses in this program use theoretical and practical combinations of activities related to training and human resources development. Group and team projects allow students to explore creative solutions and critical thinking. Students are offered many opportunities to develop corporate level presentation and writing skills.

Graduates of the program will be able to:

- **Lead the Learning Function** Serve as a strategic partner with senior leadership, develop and manage human capital, manage and implement learning projects, and evaluate technology to enhance the learning function
- **Improve Human Performance in an Organizational Context** Draw on business acumen, analyze needs, propose solutions, design learning, deliver training, and measure or evaluate effectiveness
- **Facilitate Organizational Change** Facilitate strategic planning for change, build trust, influence stakeholders, leverage diversity, and develop strategies and approaches to managing culture change
- **Manage Organizational Knowledge** Serve as a catalyst for knowledge sharing, understand business technology and how it enables and encourages organizational learning

## Admission

To be admitted with full status to the program, applicants must hold a bachelor's degree from an accredited college and have an overall grade point average of at least 3.0 with appropriate work and/or military experience which aligns with the training and human resource development profession.

Applicants may be admitted on probationary status if their overall grade point average is less than 3.0 and have met other requirements. Prerequisite courses may be prescribed upon evaluation of undergraduate transcripts if the applicant does not have a strong background in training and human resource development.

## Entrance Requirements:

1. A completed bachelor's degree in a technical or business field or a field related to training and development.
2. Able to meet all requirements of the UW-Stout Graduate School.

A deficiency in these admission requirements may require completion of additional undergraduate courses, and/or an increase in the number of graduate credits required to earn the degree.

## Primary Evaluation Processes

Processes used to evaluate program and academic progress include course grades, research evaluation, certification of program completion, and the following specific processes: applicant's goals; related work experience; program plan; student advisement; degree candidacy; and intent to graduate.

## Requirements

Requirements for the degree include: (a) completion of at least 30 semester hours of approved graduate credits with an overall grade point average of 3.0 or better; a minimum of 15 credits must be in 700-level courses open only to graduate students; (b) approval for degree candidacy at the appropriate time; and (c) a course distribution as follows:

## General Requirements Master of Science Degree

Total for graduation	30 credits
Research Preparation	6 credits

Professional Core Courses	24 credits
Professional Selectives	5 credits

## Required Research Preparation (6 credits)

### **INMGT-700 Organizational Research Methods**

3 cr.  
 Repeatable for Credit: No  
 Quantitative and qualitative approaches to organizational and industrial research. Application of appropriate research tools to understand interpersonal relationships, analyze and design jobs, organizations and systems. This course should be taken the next to last semester in a student's coursework. Development of a research proposal that may be used to complete master's level field project/thesis.

### **TRHRD-735 Field Problem in Training and Human Resource Development**

3-4 cr.  
 Repeatable for Credit: No  
 Identification of a training and human resource development research problem. Review of related research, selection of appropriate methodology, completion of research procedures, analysis of results and formulation of conclusions, recommendations and implications for practice. Final product is a written research report.  
*Prerequisite: take INMGT-700*

## Required Professional Core Courses (24 credits)

### **ICT-710 Learning Technologies**

3 cr.  
 Repeatable for Credit: No  
 Overview and selection criteria of instructor-led, computer-based, and distance learning systems for delivering content to trainees in the workplace. Includes the development of training materials in a variety of formats.

### **INMGT-616 People Process Culture**

3 cr.  
 Repeatable for Credit: No  
 A study of high performing people process culture organizations integrating sociology, applied psychology, and organization behavior subject matter areas.  
*Prerequisite: take either INMGT-600 or PSYC 582*

### **INMGT-715 Organizational Consulting**

3 cr.

Repeatable for Credit: No

Introduction to the field of organizational consulting. Practical approaches using an interactive process to help individuals and organizations develop more rapidly and produce more satisfying results. Develop proficiencies in a range of skills required to practice consulting.

## **INMGT-750 Organization Development**

3 cr.

Repeatable for Credit: No

A blend of theory, evidence based research, and practice, developing students as leaders of organizational change. Learn skills specific to the field: theories and models, the process, research, and application of organization development principles. Develop and lead strategic change initiatives to enable organizations to be competitive.

*Prerequisite: take INMGT-600*

## **TRHRD-746 Seminar in Training and Human Resource Development**

1 cr.

Repeatable for Credit: Yes

Current trends in research, practice, and professional development in the field of human resource development (HRD). Program-specific topics will address changing roles of HRD professionals, current research in HRD, developing a research proposal, and how to launch a career in the field.

## **TRHRD-730 Systematic Training Design and Development**

3 cr.

Repeatable for Credit: No

Systematic approach to the design and development of training in a business context, including analyzing performance problems, conducting training needs assessment, work behavior analysis, writing training performance objectives, and selecting appropriate training methods and techniques.

*Prerequisites: take TRHRD-560*

## **TRHRD-731 Systematic Training Measurement and Evaluation**

3 cr.

Repeatable for Credit: No

Systematic approach to the measurement and evaluation of training in business. Knowledge and understanding of training measurement and evaluation models by applying statistical concepts, measuring and analyzing data, and developing formative and summative evaluation instruments. Design of evaluation proposals, apply evaluation methods at four evaluation levels.

*Prerequisite: take TRHRD-730*

## **TRHRD-740 Leading the Learning Function**

3 cr.

Repeatable for Credit: No

Leadership in developing human capital to execute the organization's strategy: planning, organizing, monitoring, and adjusting activities

associated with the administration of workplace learning and performance.

## **PSYC-765 Psychology of the Adult Learner**

2 cr.

Repeatable for Credit: No

Application of contemporary perspectives in adult psychology to adult learners, primarily in employment settings. Specific strategies for trainers of adult learners, with consideration of gender, cultural, and racial factors. Group and individual differences, organizational dynamics, motivational factors, and disabilities are addressed.

## **Professional Selectives (5 credits - optional)**

### **CTE-534 Performance Analysis**

3 cr.

Repeatable for Credit: No

Analysis techniques utilized in curriculum development. Emphasis on task analysis and related procedures. Includes occupational and needs analysis, competency identification, objective writing and information mapping. Integrates task analysis with a total system for developing and revising vocational curriculum or job training programs.

### **Course Selective-2 :**

## **Degree Program Supervision**

Before completing 9 credits, students will prepare a program plan in keeping with degree requirements and the student's special needs. At that time, the program director will suggest courses that will help the student meet employment goals.

## **Doctoral**

## **Career and Technical Education, Ed.D.**

Go to [program website](#)

## **Introduction**

**Doctor of Education Degree** The Educational Doctorate in Career and Technical Education (*Ed.D. CTE*) is the highest degree awarded at UW-Stout. Recognized nationally and internationally, UW-Stout's CTE programs attract students from across the country and around the world. The Ed.D. builds on UW-Stout's M.S. and Ed.S. Degrees in Career and Technical Education to prepare leaders who will provide vision, direction, leadership, and the day-to-day management of educational activities in technical colleges and other postsecondary settings as well as secondary



divisions of CTE. The Ed.D. curriculum prepares graduates to set educational standards and establish the policies and procedures to achieve goals and to maximize student learning. Students acquire competencies that enable them to develop academic programs; monitor student progress; hire, train, motivate, and evaluate teachers and other staff; manage counseling and other student services; administer recordkeeping; prepare budgets; and handle relations with staff, parents, current and prospective students, employers, and the community.

Upon completion of this program, graduates will be able to:

- Effectively lead educational entities and communities for career and technical education
- Use, analyze, and synthesize data for program planning and decision making
- Engage in continuous quality improvement practices
- Develop faculty and staff to be leaders in their respective fields
- Secure and administer funding
- Promote and model ethical behavior appropriate to the profession
- Articulate a comprehensive philosophy of CTE that connects education, work, and economic development at all levels

## Admission

Students must have completed a master's degree program from a regionally accredited institution and completed specified coursework within GPA requirements. Students enrolling in this program should have experience as instructors, faculty, staff or leaders within the career and technical education field.

## Requirements

Students must complete a total of 60 credits. All required coursework must be completed within the seven year and residency requirements. Students may transfer up to 20 credits from a regionally accredited institution. It is up to the discretion of the program director to determine the suitability of transfer coursework to the degree. Students must maintain a 3.25 GPA throughout the doctoral program.

## General Requirements Doctor of Education Degree

Total for graduation 60 credits  
Foundation Courses 20 credits  
Leadership Courses 9 credits  
Research Courses 23 credits  
Electives 8 credits

### Foundation Courses (20 credits)

#### CTE-901 Introduction to the Ed.D. in Career and Technical Education

2 cr.

Repeatable for Credit: No

Introduction to cohort and learning communities; development of program plan, goals, and research agenda for the Ed.D. in CTE program.

Must be enrolled in the EdD CTE program

#### CTE-902 Philosophy and Practice of Career and Technical Education

3 cr.

Repeatable for Credit: No

The history and development of career and technical education with emphasis on the philosophical bases of the field. Examines the impact of external forces and educational agencies on the organization and administration of programs. Development of a personal philosophy is required. Must be enrolled in the EdD CTE program

## **CTE-904 Social and Economic Issues in Career & Technical Education**

3 cr.

Repeatable for Credit: No

Exploration of the major social, economic, and political issues and trends expected to have continuing impacts on career and technical education and the workforce. The current status and philosophies of career and technical education are evaluated relative to these changes. Alternative directions for the future are identified and analyzed, with emphasis on proactive rather than reactive strategies for educators. Must be enrolled in the EdD CTE program

## **CTE-905 CTE Curriculum Systems**

3 cr.

Repeatable for Credit: No

Study and application of learning theory and philosophy to the planning, design, and development of secondary and postsecondary career and technical education programs and curriculum. Must be enrolled in the EdD CTE program

## **CTE-911 Comparative Systems in CTE**

3 cr.

Repeatable for Credit: No

Exploration and analysis of CTE practices and philosophies across the world, within regions, and the structures used to deliver work- and career-related education/training. Must be enrolled in the EdD CTE program

## **CTE-913 Program Planning, Development and Evaluation**

3 cr.

Repeatable for Credit: No

Application of research theory, CTE philosophy and practice relative to program planning, development and evaluation. Emphasis on the development and delivery in an efficient and effective manner, utilizing data and research when making program decisions. Must be enrolled in the EdD CTE program

## **CTE-725 Quality Improvement in Education**

3 cr.

Repeatable for Credit: No

Systematic and strategic approaches to improving educational processes by applying and implementing quality improvement techniques.

## Leadership Courses (9 credits)

### **CTE-903 Educational Leadership in Career and Technical Education**

3 cr.

Repeatable for Credit: No

Leadership for planning, facilities and support services management, supervision of instruction, professional development, and assessment in career and technical education. Analysis and development of skills relative to leading an organization including campus/school planning, entrepreneurship, the business of education and selling an idea.

Must be enrolled in the EdD CTE program

### **CTE-912 Education Policy and Leadership**

3 cr.

Repeatable for Credit: No

Influence of federal and state policy and leadership within the context of career and technical education. Research and examine CTE policy and leadership. Nature of political action in each of these arenas with attention to location/geography, PK12 and postsecondary career and technical education.

### **CTE-922 Strategic Planning and Administration in CTE**

3 cr.

Repeatable for Credit: No

The role and process of strategic planning that incorporates working with internal and external stakeholders, data analysis, and short and long range planning. Application of leadership theory, analysis, and strategy to develop and lead the strategic planning process.

Must be enrolled in the EdD CTE program

## Research Courses (23 credits)

### **CTE-906 Applied Statistical Analysis for Education**

3 cr.

Repeatable for Credit: No

Knowledge, concepts, applications, interpretations and reporting of basic and practical statistical procedures related to educational problems. Applications of descriptive statistics, probability-sampling distributions, inferential statistics, interval estimation and tests of significance.

Must be enrolled in the EdD CTE program

### **CTE-914 Research Seminar**

2 cr.

Repeatable for Credit: No

Concepts and application in conducting doctoral level educational research. Emphasis on various data collection and analysis techniques.

Research methods, designs, and data gathering tools to best approach a problem to investigate, meet their research objectives, and operate within the constraints of the research problem.

Must be enrolled in the EdD CTE program

## **CTE-915 Quantitative Research Methods**

3 cr.

Repeatable for Credit: No

Processes and applications of quantitative research in educational-based disciplines. Common quantitative research methods, research types, study designs, basic statistics and reporting techniques used in the behavioral sciences. Develop proficiency in the design, development, and analysis of research using quantitative methodology.

Must be enrolled in the EdD CTE program

## **CTE-921 Qualitative and Mixed Research Methods**

3 cr.

Repeatable for Credit: No

Design, development and analysis of research utilizing qualitative methodology (theory, models, measurement, sampling and analysis). In addition, mixed methodology research strategies will be addressed.

Must be enrolled in the EdD CTE program

## **CTE-995 CTE Dissertation**

3-12 cr.

Repeatable for Credit: Yes

Guided research under direction of investigation adviser and research committee. Identification and selection of problem, review of literature, selection of research methodology, conduct research, interpretation and analysis of findings, and recommendations and conclusions. Requires research proposal presentation (preliminary examination) and final defense presentation.

Instructor's Consent Required

Must be enrolled in the EdD CTE program

## **Electives (8 credits)**

**Course Selective-1 :**

**Course Selective-2 :**

**Course Selective-3 :**

# Specialist

## Education, Ed.S.

Go to [program website](#)

## Introduction

**Education Specialist Degree** This program is 36 semester credits beyond the master's degree.

The program is for those who have a master's degree in education or related field.

## Admission

Students seeking admission to the program should complete the following at least 30 days prior to the opening of the term in which they plan to begin their program.

1. File an Application for Admission.
2. Submit a current vita listing all pertinent biographical and educational data.
3. Present official transcripts of all college and university work completed with a cumulative grade point average of at least 3.25 on a four-point scale in all graduate work. Transcripts need not be submitted for work completed at UW-Stout.
4. Provide evidence of at least two years of successful teaching or related experience and professional promise by requesting letters from at least two administrators or supervisors. Provide a writing sample which addresses your goals related to the program.

The Education Specialist Degree Program Committee will review the candidate's credentials and make a recommendation relative to admission to the director of the Ed.S. degree program. The committee may recommend that the candidate be interviewed for admission. The director of the major will recommend admission with full or provisional status to the Graduate School.

After review of the application data, the Graduate School will assign program status and inform the student.

- a. Full status will be granted to those who meet all admission requirements.
- b. Provisional status may be granted to those who do not fully qualify on some requirements. At the conclusion of the first term of enrollment, the status will be re-evaluated.
- c. Admission will be denied to students whose qualifications do not meet the requirements and if the admissions committee decides provisional status is not warranted.

## Primary Evaluation Processes

The primary processes used to evaluate program and academic progress include course grades, research evaluation, certification of program completion, and the following program specific processes: application for admission; degree candidacy; final oral examination; and intent to graduate.

## Degree Program Supervision

For the first enrollment, the program director will aid in developing a class schedule in keeping with degree requirements. Prior to enrolling for a second term, the student will prepare a total program plan in keeping with degree requirements and the student's special needs.

At that time, the student will work with the program director to obtain a supervisory committee consisting of three members of the graduate faculty.

The committee will act on the appropriateness of the student's degree program, approve the proposed field study, administer the oral examination and recommend the award of the degree.

# Teaching Experience

This program is designed for people seeking leadership positions in education. It is felt that course work will be more significant for those who have some experience in teaching. Thus, no more than nine credits in the degree program may be completed prior to satisfying the requirement of two years of successful teaching.

## Requirements for the Ed.S. Degree

Prior to the award of the Ed.S. degree, the following requirements will be met:

1. Completion of an approved degree program of 36 semester credits with an overall grade point average of at least 3.25, and with a minimum of 18 credits which are at the graduate only level - 700 or 800 level.
2. Apply to graduate via your Access Stout.
3. Pass an oral examination on field study research prior to graduation.
4. File of an approved field study report and abstract at least one week prior to graduation.
5. Recommendation for the degree by the supervisory committee.
6. Approval of degree candidacy at the appropriate time.

## Curriculum

The program will consist of a series of common professional courses. Depending on the the student's aspirations, they will complete the required courses specific for the specific area of study they are pursuing. All students will need to complete a field experience and internship in their area of study to meet degree requirements. All students will be required to complete a research component in their program that includes EDUC-816 Instrumentation for Research and either the EDUC 895 or CTE-895 Field Study research.

The applied research component consists of course work in research design and procedures, and statistics. A holder of an advanced degree should have an intimate knowledge of research design, measurement and statistics, and a broad background in the problems associated with education.

The professional education component consists of courses in the foundational areas of educational leadership. There is a growing body of knowledge and research dealing educational leadership. It is imperative that the education specialist be able to implement current innovative leadership practices.

## General Requirements Education Specialist Degree

Total for graduation	30 credits
Research	9 credits
Professional Education	16 credits
Selectives	5 credits

### Research (9 credits)

#### CTE-895 Field Study in Career and Technical Education

6 cr.  
Repeatable for Credit: No  
Supervised research study; investigate and develop in-depth the body of knowledge associated with selected problem in CTE. Includes review of literature, data analysis, conclusions and recommendations, dissemination plan.  
*Prerequisite: EDUC-816; must be enrolled in EdS in CTE*

## **EDUC-816 Instrumentation for Research**

3 cr.

Repeatable for Credit: No

Basic concepts in the areas of validity and reliability as applied to the design of instruments as applied to a student's proposed field study.

Techniques of item writing, item analysis, determining reliability, and scaling, including acquiescent set, item difficulty and discrimination.

## **Professional Education (16 credits)**

### **CTE-746 Seminar**

1-3 cr.

Repeatable for Credit: No

Special topics on current developments in the field. Each seminar devoted to a specific development to be indicated with sub-title and description.

## **Selectives (13 credits)**

The student should confer with the program director in choosing selective credits.

### **CTE-708 Issues in Career and Technical Education**

2 cr.

Repeatable for Credit: No

An in-depth study of contemporary issues affecting career, technical and adult education. Possible solutions or alternatives will be proposed.

### **CTE-720 Policy and Legal Issues in Career and Technical Education**

2 cr.

Repeatable for Credit: No

Contemporary legal and policy issues affecting secondary and postsecondary career and technical education.

### **EDUC-726 Administration**

2-3 cr.

Repeatable for Credit: No

Philosophy and principles underlying organization and operation of public education on the local, state and national levels in the United States.

Examinations of prevailing practices and current problems of school management.

### **EDUC-750 Curriculum Theory and Practice**

2-3 cr.

Repeatable for Credit: No

A study of curriculum theory and its theoretical application. A historical and sociological analysis of curriculum and its ideological sources and influences; writing educational objectives, identifying varieties of curriculum knowledge; specifying a variety of curriculum methodologies and conducting curriculum evaluation.

## **EDPSY-850 Psychology of Development**

3 cr.

Repeatable for Credit: No

Study of issues and methods in developmental psychology. Perceptual, language, cognitive, social, emotional, and personality development research and theories. Examination of biological underpinnings, interactive effects of biology and the environment on growth and learning from prenatal development to adulthood.

## **Educational Emphasis**

The student should confer with the program director in choosing selective credits to complete the 15-hour Educational Emphasis degree requirement. There is considerable flexibility in the program with regard to selectives, and they may be taken as needed to fulfill the individual goals and objectives of the student.

## **Selectives (5 credits)**

### **ICT-733 Technology Adoption and Implications**

3 cr.

Repeatable for Credit: No

Technological changes across historical, political, and social contexts. Actionable recommendations regarding technology usage and systems in the workplace.

### **CTE-725 Quality Improvement in Education**

3 cr.

Repeatable for Credit: No

Systematic and strategic approaches to improving educational processes by applying and implementing quality improvement techniques.

## **School Psychology, Ed.S.**

Go to [program website](#)



# Introduction

**Education Specialist Degree** Approved by the National Association of School Psychologists (*NASP*), this program provides training in both psychology and education. School psychologists use their knowledge, training, and skills to team with educators, parents and other mental health professionals. They work to maximize the learning of students and to develop safe, healthy and enriching school environments.

The Education Specialist degree (*Ed.S.*) follows the completion of the Master of Science in Education degree (*M.S. Ed.*). After completing the Ed.S. degree, students are eligible for full certification by the Wisconsin Department of Public Instruction and the corresponding agency in most states. Students can become nationally certified (*NCSP*) by the National Association of School Psychologists by passing an exam.

The Ed.S. degree is a 46 to 49 credit degree program. After satisfactorily completing the required course work, practica, a yearlong (*nine month*) internship and a Specialist Thesis, students are awarded the degree.

## Degree Program Admission

To be admitted with full status, the applicant must hold a master's degree in school psychology or a master's degree in a related field. Applicants must have a graduate grade point average of 3.25 or better to be admitted as full-status students. A limited number of applicants may be admitted on probationary status if their overall graduate grade point average is at least a 3.0.

It is recommended that applicants have a master's degree in school psychology. Applicants with master's degrees in related fields will be required to take the additional graduate course work necessary for certification as a school psychologist.

Applicants must submit the Graduate School Application form (*obtainable online at <http://www.uwstout.edu/grad/prospect/apply.cfm>*), the Program Application form (*obtainable online at <http://www.uwstout.edu/programs/edsdp/apply.cfm>*) and their respective documents, along with a portfolio to the selection committee demonstrating their professional competencies related to the field of school psychology.

Students seeking admission to the program should complete and submit their application materials at least 30 days prior to the opening of the term in which they plan to begin their program. After a committee review of the application materials, candidates will be notified of their status prior to the intended enrollment term.

## Primary Evaluation Processes

The primary process used to evaluate student performance is a regular review of the student's course grades, research activities, practicum evaluations, internship evaluations and professional conduct. Program faculty convene once a semester to evaluate each student's progress within the school psychology program. Degree candidacy is awarded to students who are in good standing, have fulfilled all Graduate School requirements for degree candidacy, have fulfilled all school psychology program requirements for degree candidacy and certification, have acquired 46-49 credits beyond the M.S.Ed. in School Psychology, have completed a nine-month internship, and have completed a Specialist Thesis. More information regarding the specific requirements is available in the program handbook (*available online or from the program director*).

## Requirements

Requirements for the Ed.S. degree include (a) completion of at least 46 semester hours of graduate credit beyond the master's degree with an overall grade point average of 3.25 or better; a minimum of 18 credits must be in courses open only to graduate students - 700 and 800 level; (b) approval for degree candidacy at the appropriate time; and (c) a course distribution which is outlined here.

The following courses are required for full certification as a school psychologist. Students must attain a grade of "B" or better on all credits applied to the Ed.S. degree.

### Core Professional Training (19 credits)

#### **SPSY-710 Developmental Intervention and Methods**

3 cr.

Repeatable for Credit: No

Principles and techniques in identifying developmental delays and implementing developmental interventions. Examination of early childhood educational settings, service delivery, intervention planning, and family support for children with developmental disabilities and autism spectrum disorder.

*Prerequisites: take SPSY-743 & SPSY-753*

## **SPSY-745 Social, Emotional, and Behavioral Assessment of Youth**

2 cr.

Repeatable for Credit: No

Theoretical and applied aspects of clinical assessment methods and techniques for evaluating the social, behavioral, and emotional functioning of children and adolescents through the use of various objective and projective assessment tools and techniques.

*Prerequisite: take SPSY-743*

## **SPSY-781 Field Practicum in School Psychology I**

3 cr.

Repeatable for Credit: No

School-based field experience. Initial roles and functions of the school psychologist are explored, under supervision. School consultation; assessment of diverse learners; intervention and progress monitoring; special education process.

*Prerequisites: take SPSY-743 and SPSY-768; Ed.S. in School Psychology program admittance.*

## **SPSY-782 Field Practicum in School Psychology II**

3 cr.

Repeatable for Credit: No

School-based advanced field experience. Continuing application of the roles and functions of the school psychologist, under supervision. Increasing focus on leadership skills.

*Prerequisite: take SPSY-781*

## **SPSY-777 Legal/Ethical Issues for School Counselors and Psychologists**

2 cr.

Repeatable for Credit: No

Investigation of laws, legal systems, professional ethics, administrative codes, and other legal and ethical issues as applied to professional practice of school counselors and school psychologists.

## **SPSY-784 Clinical Practicum in Psychoeducational Services I**

2 cr.

Repeatable for Credit: No

This practicum course is designed to provide more intensive and extensive clinical experiences. Work with pre-school children, post-school young adults, school age children and their parents. Special assessment and intervention techniques are emphasized.

*Prerequisites: take SPSY-743 and SPSY-768; Ed.S. in School Psychology program admittance.*

## **SPSY-785 Clinical Practicum in Psychoeducational Services II**

2 cr.

Repeatable for Credit: No

Provides integrative learning experiences into the role and style of function appropriate to the individual and the profession. Long term therapeutic contacts are required. Experience in one or more areas of specialization is available.

*Prerequisite: take SPSY-784*

## **SPSY-790 Systems-Level Prevention and Intervention**

2 cr.

Repeatable for Credit: No

School-based prevention and intervention programs to address crises and systems-level needs. Principles of systems-level consultation, organizational change, universal screening procedures, intervention planning, program evaluation, and the analysis of evidence-based programs to promote the health and competence of youth are addressed. Practical experience in planning and evaluating school-based programs.

*Prerequisite or Corequisite: SPSY-775*

## **Psychological Foundations (8 credits)**

### **EDPSY-850 Psychology of Development**

3 cr.

Repeatable for Credit: No

Study of issues and methods in developmental psychology. Perceptual, language, cognitive, social, emotional, and personality development research and theories. Examination of biological underpinnings, interactive effects of biology and the environment on growth and learning from prenatal development to adulthood.

### **SPSY-690 Behavioral Interventions in the Schools**

2 cr.

Repeatable for Credit: No

Study and practice in Functional Behavioral Assessment and Behavioral Intervention Planning for individualized behavior problems in the PK-12 education setting using both a direct-service and consultation-collaboration model. Focus on assessment skills to produce data-driven environmental modifications, pro-social replacement behaviors, consequence strategies, and home-school interventions.

## **SPSY-790 Systems-Level Prevention and Intervention**

2 cr.

Repeatable for Credit: No

School-based prevention and intervention programs to address crises and systems-level needs. Principles of systems-level consultation, organizational change, universal screening procedures, intervention planning, program evaluation, and the analysis of evidence-based programs to promote the health and competence of youth are addressed. Practical experience in planning and evaluating school-based programs.

*Prerequisite or Corequisite: SPSY-775*

## Educational Foundations (3 credits)

### **EDUC-536 Multiculturalism: Issues & Perspectives**

2 cr.

Repeatable for Credit: No

An intensive examination of multiculturalism in U.S. and global schools and communities. Examination of the educational and cultural needs of diverse social and cultural groups. Discussion of hegemony, and cultural, race, socioeconomic, political, gender, LGBT, and language barriers to equal educational and economic opportunity. Strategies for educational and socioeconomic equity.

### **EDUC-576 Cross-Cultural Field Experience**

1 cr.

Repeatable for Credit: No

Supervised field experience in an educational setting with diverse learners to increase awareness, understanding, sensitivity, and appreciation for ethnic and cultural diversity. The acquisition of knowledge, skills, and professional dispositions necessary for educators to facilitate learning for all students are emphasized.

## Education Specialist Degree Requirements (12 credits)

### **SPSY-792 Internship in School Psychology**

3 cr.

Repeatable for Credit: Yes

Supervised field experience. Minimum of half-time must be completed in a school setting. Student will work with a certified school psychologist to apply skills across NASP Practice Model domains.

Department Consent Required

*Prerequisite: take SPSY-782*

### **SPSY-870 Specialist Thesis in School Psychology**

3-6 cr.

Repeatable for Credit: Yes

Independent research project. Selection of a research problem, review and critical analysis of literature and research, development of research plan and methodology, data collection, interpretation of findings and preparation of paper. Thesis orally presented and defended to thesis advisor and committee.

*Prerequisite: take EDUC-740*

### **SPSY-895 Applied Research Project in School Psychology**

3-6 cr.

Repeatable for Credit: Yes

Independent, applied research project in a school- or community-based setting. Evidence-based rationale, development of methodology to implement project, collect data, and analyze results is required. An oral defense is required prior to final project approval.

*Prerequisites: take either SPSY-735 or SPSY-770*

## Specialization

Specializations are programs of study, with carefully constructed learning goals and experiences, and evaluation procedures. While course work may be included in a specialization, students may also work to meet learning goals through internships, working with a mentor, successfully completing a proficiency examination or certification examination, or other non-classroom experiences. Courses may come from several departments and involve faculty from several disciplines.

Courses taken to complete a specialization may also fit elsewhere in a student's program of study.

Students who complete a specialization will have the specialization recorded on their transcript and will receive a certificate of completion.

UW-Stout offers the following specializations:

## Gerontology Specialization

The populations of the United States and the world are growing older, precipitating important changes in health and social policies. At present, one in eight Americans are 65 or older. These growing numbers will increase demand for individuals with gerontological skills and knowledge. The Gerontology Certification requires 20 credits, or equivalent, and includes a required core and practicum through which students study aging as an interactive process of physical, social and psychological forces. Two credits of field experience with aging-related content will be required in the student's own major area of study.

## Requirements for the Specialization

### Intended Outcome

The following outcomes will be achieved through required courses:

1. **Identify major biological theories of aging.**
2. **Identify and describe the biological changes associated with aging.**
3. **Recognize normal and pathological changes that occur in organ systems with age.**
4. **Comprehend the social, political and economic aspects of aging.**
5. **Recognize and discard stereotypes associated with aging.**
6. **Work in direct or indirect service to the older population.**

The following outcomes may be achieved through the student's selection of elective courses:

7. **Understand lifespan concept of development and demonstrate an integrated knowledge of the aging individual within the context of family.**
8. **Understand the reciprocal nature of family caregiving.**
9. **Understand the process of grief for older adults.**
10. **Recognize personal and cultural attitudes toward death.**
11. **Identify and understand the ethical issues related to health care for the elderly.**
12. **Demonstrate ability to plan and develop nutritious meals and programs for older individuals which take into account physical and financial limitations.**
13. **Assist aging individuals, especially those with physical limitations, to find suitable and aesthetically pleasing clothing. Understand the product needs of older consumers and the promotional strategies used to market to this population.**
14. **Understand counseling approaches and techniques for working with aging families in order to construct models for counseling older individuals and their families.**
15. **Assist older individuals and their families with financial planning.**
16. **Identify the effects of exercise upon an older individual.**
17. **Explain the psychological and physiological dimensions and impact of disability from a developmental perspective.**

18. **Identify needs and difficulties unique to older disabled workers.**
19. **Identify formal support systems available to older persons with special needs or national, state and local needs.**
20. **Explain various understandings of the meaning of aging as portrayed in literature.**
21. **Identify architectural barriers confronted by the disabled traveler.**
22. **Understand the range of technological options available to assist frail and/ or disabled elderly.**
23. **Identify and describe absorption and metabolism of medications in the elderly.**

## Learning Activity

- BIO-125 Biology of Aging (3.00 cr.) \*
- HDFL-540 Human Development: Aging Person (3.00 cr.) \*
- BIO-125 Biology of Aging (3.00 cr.) \*
- HDFL-540 Human Development: Aging Person (3.00 cr.) \*
- Field Experience \*\*
- HDFL-255 Lifespan Human Development (3.00 cr.) \*
- HDFL-541 Family Caregiving to Dependent Elders (1.00 cr.) \*
- HDFL-625 Death Education and Counseling in Families (2.00 cr.) \*
- HDFL-351 Death and the Family (1.00 cr.) \*
- HDFL-545 Health Care Dilemmas and Decisions for Families (2.00 cr.) \*
- FN-605 Nutrition for the Aged (2.00 cr.) \*

## BURTL-535 Retail Grocery

2 cr.

Repeatable for Credit: No

Broad overview of the packaged goods industry from a retail grocery perspective.

## COUN-694 Counseling Older Persons

2-3 cr.

Repeatable for Credit: No

Training service providers in counseling skills and gerontology through discussion, observation and supervised counseling experiences.

- HT-488 Financial Planning for Retirement (2.00 cr.) \*
- HLTH-365 Physiology of Exercise (3.00 cr.) \*
- BIO-220 Physiology of Disabilities (3.00 cr.) \*
- REHAB-230 Psychosocial Aspects of Disability (3.00 cr.) \*
- REHAB-682 Sexuality and Disability (2.00 cr.) \*
- REHAB-555 Rehabilitation of the Older Disabled Work (2.00 cr.) \*
- REHAB-658 Rehabilitation Support System Networking (2.00 cr.) \*

- LIT-450 Aging in Literature (3.00 cr.) \*
- HT-560 Hospitality and the Handicapped Traveler (1.00 cr.) \*
- REHAB-560 Assistive Technology (2.00 cr.) \*
- BIO-358 Introduction to Pharmacology (2.00 cr.) \*

## Evaluation

\*Exam, papers, reports 2.0 grade point average

\*\*Evaluation of field experience

## Health Science Occupations Education Specialization

This specialization is intended for licensed secondary teachers who are teaching or interested in teaching health science occupation (HSO) related coursework. Individual school districts determine the licensure needed by an individual teaching HSO related coursework. Completion of the specialization does not result in Wisconsin Department of Public Instruction certification. Courses are offered online. The field experience will take place in a health care facility.

## Requirements for the Specialization

**12 credits required**

## Intended Outcome

*Demonstrate knowledge, understanding, and competence in the following:*

1. **The demands and responsibilities of working in a health care facility**
2. **National Health Care Skill Standards**
3. **Curriculum planning in health science occupations**
4. **Organizational structure and administration of health care and role of health care professionals**
5. **Student career development**
6. **Organization and supervision of work-based learning**

## Learning Activity

### CTE-598 Field Experience

1-2 cr.

Repeatable for Credit: No

Department Consent Required

## **CTE-510 Foundations of Health Sciences Occupations Education**

3 cr.

Repeatable for Credit: No

The philosophy, organization and administration of health science occupations education at the national, state and local level; includes current topics in health science occupations education with application for personnel in the field.

- CTE-510 Foundations of Health Science Occupations Education (3.00 cr.) \*

## **CTE-520 Careers In Health Care**

3 cr.

Repeatable for Credit: No

Investigation of health care delivery system, services, occupations, related health services, and the health sciences career clusters.

## **CTE-530 Curriculum Planning in Health Science Occupations**

3 cr.

Repeatable for Credit: No

Competency-based and individualized approaches to principles of curriculum and course construction, study of curriculum terminology, methods of selecting and organizing content for health science occupations educators.

- CTE-510 Foundations of Health Science Occupations Education (3.00 cr.) \*
- CTE-520 Careers in Health Care (3.00 cr.) \*
- CTE-560 Cooperative Occupational Education Programs (2.00 cr.) \*

## **Evaluation**

\*Successful completion of courses is required. Artifacts for the professional portfolio are identified on course outlines.

## **Training and Human Resource Development Specialization**

Education is not the sole province of schools. Programs of instruction are conducted by many businesses, industries, in the military, and by other groups and organizations. Planning and providing this instruction is the province of professionals usually identified as "trainers." In our technological society, training programs have become increasingly complex and demands on trainers have increased. Greater expertise on their part is required. This all-university specialization addresses needs for preservice and in-service education for trainers. This program is intended for students who have expertise in areas such as engineering, technology, education, business, government, military and labor, and who desire to become involved in development and implementation of training programs. Contact the specialization director for further information.

## **Requirements for the Specialization**

**Note:** Courses numbered 700 and greater are open to graduate students only.



## Intended Outcome

1. **Introduction to concepts of training and human resource development.**
2. **Design and develop training activities.**
3. **Implement and facilitate training activities.**
4. **Evaluate the effectiveness of training activities.**
5. **Apply concepts of training in the professional area.**

## Learning Activity

### **TRHRD-560 Training Systems in Business and Industry**

3 cr.

Repeatable for Credit: No

Types and purpose of training as related to business and industry. Training analysis, content, delivery systems, evaluation and justification for training. Designed for non- education majors.

Select one of the following:

### **INMGT-600 Organizational Leadership**

3 cr.

Repeatable for Credit: No

Addresses the leader's role in accomplishing organizational objectives through the management and development of followers. Concepts of organizational and individual behavior serve as a foundation for the development of leadership skills such as communication, motivation, leading, team building, building credibility, and conflict management.

### **PSYC-582 Human Resource Management**

3 cr.

Repeatable for Credit: No

Organization and coordination of personnel practices and methods. Consideration given to communication, employment, orientation and training, working conditions, supervision, performance evaluation, collective bargaining, salary administration, health and recreation.

### **CTE-570 Instructional Technology - Education and Training**

2 cr.

Repeatable for Credit: No

Technological applications to education, training and instruction. Emphasis on examining, developing and evaluating various technologies and their appropriateness for the curriculum and training applications.

Complete a course from the appropriate school in curriculum development or course construction (2-3 credits) such as:

### **MBE-601 Marketing Education Curriculum**

2-3 cr.

Repeatable for Credit: No

Program, course and lesson-level curriculum development skills. Assessment systems, strategies, design elements, and test development skills.

### **CTE-638 Course Construction in Career and Technical Education**

2-3 cr.

Repeatable for Credit: No

Focus on performance-based curricula design principles and practices in Career and Technical Education (CTE). Content will challenge personally held ideas, assumptions, and practices related to curricula and its stakeholders. The products of learning include standards-based course, lesson, and assessment tools that are anchored to the mission, goals, and standards specific to the teacher-candidates CTE program area. MS CTE students enroll for 2 credits.

Select one of the following:

- MBE-301 Marketing Education Methods (3.00-4.00 ) \*\*\*

### **TRHRD-570 Training Methods in Business and Industry**

2 cr.

Repeatable for Credit: No

Identification of training situations where the development and delivery of training is needed. Emphasis is on methods to deliver a training session. Students will be required to make training sessions presentations.

### **CTE-605 Methods of Teaching Career and Technical Education**

2-3 cr.

Repeatable for Credit: No

Competency-based and individualized approach to methods of teaching career and technical education.

MS CTE students enroll for 2 credits.

### **Additional Courses**

### **CTE-640 Instructional Evaluation in Career and Technical Education**

2-3 cr.

Repeatable for Credit: No

Competency-based and individualized approach to instructional evaluation for career and technical educators. Prepares educators to design and implement performance-based assessment in diverse formats and settings that evidence student learning.

MS CTE students enroll for 2 credits.

- TRHRD-XXX Co-op/Internship in Training (1.00-8.00) \*\*\*\*\*

## Evaluation

\*Successful completion of courses at left (*6 credits*).

\*\*Successful completion of courses at left (*minimum 4 credits*).

\*\*\*Successful completion of a course at left (*minimum 2 credits*).

\*\*\*\*Successful completion of the course at left (*2 credits*).

\*\*\*\*\*Successful completion of the contractual agreement of the internship as evaluated by the business, industry, government or military supervisor, and the UWStout supervisor. Completion of a field report is required.

## Vocational Evaluation/Rehabilitation Technology Specialization

The impact of technology has changed assessment and service delivery in the field of rehabilitation. A philosophical shift to a more empowering stance with persons with disabilities has occurred as a result of the evaluation of their skills and abilities and the enhancement of those skills through assistive technology. This specialization educates and trains vocational rehabilitation professionals and students in skills to meet the needs of people with disabilities, and to provide the services that are being demanded by employers, as well as persons with disabilities for use in the labor market and in accordance with the Americans with Disabilities Act.

## Requirements for the Specialization

### Intended Outcome

**Development of tool modification and accommodation:** demonstrate familiarity with and use of testing accommodations or modifications to facilitate the vocational exploration of persons with disabilities through the modification of tests, work samples, job sites and training materials, as appropriate.

**Communication of rehabilitation plan objectives and recommendations:** demonstrate the ability to incorporate the potential of assistive technology to enhance performance potential in the vocational choices of persons with disabilities.

**Vocational rehabilitation process and philosophy:** outline and describe philosophical movements associated with vocational rehabilitation in the United States, describe the role of vocational rehabilitation/assessment in a diverse cultural environment, and describe the need that persons with disabilities have to be a part of society, focusing on strengths and assets that people bring with them to any situation.

**Occupational Information:** find and use various sources of national, state and local occupational information; link rehabilitation recommendations to the local labor market of the person being served.

**Functional aspects of disability:** develop knowledge of the functional characteristics of disability and understand the impact of evaluating the skill and abilities of a person with a disability.

**Individualized vocational rehabilitation/evaluation planning:** identify and delineate the individual needs of a person with a disability; state those needs in a plan for testing skills and abilities in relation to the accomplishment of a task or goal.

**Vocational interviewing:** demonstrate the development of rapport, provision of agency and assessment information, initial identification of client strengths and limitations through the vocational interview; and create an understanding of the process of vocational rehabilitation through the vocational interview.

**Vocational report development and communication:** interpret, analyze, and synthesize participant data in a coherent and concise manner that

addresses needs, strengths, and assets of the participant and develops pertinent recommendations through a report shared orally and in writing with the participant/client and referral source/rehabilitation counselor.

**Standardized testing:** become familiar with the procedures for administering and interpreting standardized tests and application of tests to persons with disabilities, understand the impact of the disabling condition and the use of the most appropriate test, and develop a report explaining the impact of testing and using results with a vocational rehabilitation report.

**Job and Training Analysis:** perform a job analysis and develop a training analysis on a given job and do a written report; use the job analysis to determine the most appropriate evaluation tools to use with a person with a disability to measure performance ability; determine appropriate training or education to prepare for the job.

**Functional Skills:** use appropriate tools and strategies to evaluate the functional daily living skills of an individual with a disability, select appropriate method to determine level of functional skill, develop and use situational assessment to establish an understanding of the individual functional skills of a person with a disability.

**Assessment of Learning:** demonstrate awareness of learning styles and modalities of teaching through use of selected tests, modify test administration to the demands of the learning/teaching situation.

**Work samples and work sample systems:** demonstrate appropriate use of work samples and work sample systems as means of assessment within a given occupation, demonstrate appropriate use of work samples and systems with different types of disabling conditions.

**Behavioral Observation:** observe and note behaviors of individuals during the assessment process as asset or limitation behaviors in relation to the accomplishment of a target goal.

## Learning Activity/Evaluation

<p>"The Use of Assistive Technology" workshop, resulting in a report detailing the use and modification of testing strategies <i>or</i></p> <p>REHAB-560 Assistive Technology</p>	<p>Faculty review and approval of report on use and modification of evaluation tools <i>or</i></p> <p>Grade of "C" or better</p>
<p>"The Use of Assistive Technology" workshop, resulting in reports that include recommendations for the use of assistive technology <i>or</i></p> <p>REHAB-560 Assistive Technology</p>	<p>Faculty review and approval of report on use and modification of evaluation tools <i>or</i></p> <p>Grade of "C" or better</p>
<p>Research paper describing process and philosophy <i>or</i></p> <p>Demonstrated work experience of three or more years and professional development credentials <i>or</i></p> <p>REHAB-101 Introduction to Rehabilitation</p>	<p>Faculty review and approval of research paper or work experience and professional credentials <i>or</i></p> <p>Grade of "C" or better</p>
<p>Demonstrate work experience as a job developer or placement specialist of two or more years <i>or</i></p> <p>"Job Development and Placement and Occupational Information" workshop resulting in appropriate work recommendations in a written report <i>or</i></p> <p>REHAB-310 Vocational Evaluation <i>or</i></p> <p>REHAB-410 Job Placement</p>	<p>Faculty review of work experience or faculty review and approval of report recommendations <i>or</i></p> <p>Grade of "C" or better</p>
<p>Research paper on effect of disabling condition(s) in vocational rehabilitation <i>or</i></p> <p>Test out with faculty-developed standardized test <i>or</i></p>	<p>Faculty review and approval of research paper <i>or</i></p> <p>80 percent or better on the standardized test <i>or</i></p>

REHAB-230 Psychosocial Aspects of Disability	Grade of "C" or better
<p>"Rehabilitation Planning" workshop resulting in written vocational rehabilitation plan <i>or</i></p> <p>Work experience of two or more years, one letter of reference from a supervisor, three letters of reference from professional referral sources, and five letters of reference from consumers of services <i>or</i></p> <p>REHAB-310 Vocational Evaluation</p>	<p>Faculty review and approval of written rehabilitation plan of three separate case studies provided during workshop <i>or</i></p> <p>Faculty review and approval of work experience and letters of reference <i>or</i></p> <p>Grade of "C" or better</p>
<p>"Vocational Interviewing and Facilitating Career Decision Making with Clients" workshop resulting in the videotaping of a vocational interview <i>or</i></p> <p>Demonstrate evidence of past work experience as a vocational counselor for two or more years <i>or</i></p> <p>Complete college level course work in vocational interviewing</p>	<p>Faculty review and approval of videotaped vocational interview <i>or</i></p> <p>Faculty review and approval of work experience <i>or</i></p> <p>Faculty review and approval of college level course work</p>
<p>"Vocational Rehabilitation Report Development and Communication" workshop <i>or</i></p> <p>Four written reports addressing needs of four case studies presented during the workshop <i>or</i></p> <p>REHAB-310 Vocational Evaluation</p>	<p>Faculty review and approval of the written report options and letters of reference <i>or</i></p> <p>Grade of "C" or better</p>
<p>Previous college course work in the use of psychometric testing and principles of validity and reliability <i>or</i></p> <p>"Standardized Testing" workshop and paper describing use of standardized tests with persons with disabilities <i>or</i></p> <p>Past work experience of two years or more where responsibilities include administering and interpreting standardized tests with a supervisor's letter and at least one referral source/rehabilitation counselor <i>or</i></p> <p>REHAB-711 Psychological Testing - People with Exceptional Need</p>	<p>Faculty review and approval of previous course work <i>or</i></p> <p>Faculty review and approval of workshop paper <i>or</i></p> <p>Faculty review and approval of work experience and letters of recommendation <i>or</i></p> <p>Grade of "C" or better</p>
<p><i>Read A Guide to Job Analysis or The Revised Handbook for Analyzing Jobs</i>, participate in an online discussion of the materials and procedures of job analysis, select a job in the community that reflects occupational choices of agency participants, prepare a job analysis report, select and describe evaluation tools most appropriate for someone interested in the occupation <i>or</i></p> <p>REHAB-410 Job Placement</p>	<p>Faculty review and approval of the job and training analysis report and online discussion <i>or</i></p> <p>Grade of "C" or better</p>

<p>"Functional Skills Assessment" workshop and report <i>or</i></p> <p>Demonstrate evidence of past work experience of two or more years involving vocational evaluation/ functional skills assessment and/or situational assessment with two letters of reference from referral sources <i>or</i></p> <p>REHAB-670 Work Adjustment Services</p>	<p>Faculty review and approval of report <i>or</i></p> <p>Faculty review and approval of work experience and letters of reference <i>or</i></p> <p>Grade of "C" or better</p>
<p>Previous college-level course work in educational psychology, special education, adult or vocational education that address issues of learning and learning styles and use of learning assessments <i>or</i></p> <p>Paper describing learning styles and assessment of such styles, with assessment tool selection and modification</p>	<p>Faculty review and approval of course work <i>or</i></p> <p>Faculty review and approval of paper</p>
<p>"Work Sample and Work Sample Systems" workshop and research paper <i>or</i></p> <p>REHAB-310 Vocational Evaluation</p>	<p>Faculty review and approval of research paper <i>or</i></p> <p>Grade of "C" or better</p>
<p>Read appropriate, assigned material and develop a written behavior observation of five clients where observations were critiqued by at least two other professionals, including the referring counselor <i>or</i></p> <p>Demonstrate evidence of work experience in vocational rehabilitation/evaluation where duties included writing and/or noting behavioral observations, with a letter from a supervisor and two from referral sources attesting to accuracy and usability of the written behavioral observations, including examples of written behavioral observations</p>	<p>Faculty review and approval of observations, critiques and reports <i>or</i></p> <p>Faculty review and approval of work experience, letters of reference, and examples of written behavioral observations</p>

## Professional Development Certificate

UW-Stout offers professional development certificate programs in addition to its traditional majors and minors to meet the needs of those who wish to obtain additional knowledge and skills needed for personal growth and professional advancement.

While not a substitute for a degree or diploma, the certificate is an alternative credential for individuals seeking to obtain new knowledge and skills or to update their knowledge and skills in a specific area. Typically, a certificate is earned by completing a set of limited, well defined learning outcomes focused on new or emerging processes or new knowledge and principles applied to practical problems or issues.

These course sets lead to a certificate only. If you're interested in earning a degree, please refer to the degree programs found elsewhere in this bulletin.

Additional information about professional development certificate programs is available online at [www.uwstout.edu/programs/pdc](http://www.uwstout.edu/programs/pdc).

## Autism Spectrum Disorder Specialist Certificate

The Autism Spectrum Disorder Specialist certificate is designed to provide teachers, counselors, and other professionals with specialized training in working with students with autism. Graduates possess skills needed to assess students with ASD, implement individualized interventions, and evaluate programs for effectiveness.

## Required Courses

### **SPED-672 Foundations of Autism Spectrum Disorder**

3 cr.

Repeatable for Credit: No

A foundation for understanding individuals with Autism spectrum Disorders (ASD) and its effect on the individuals' life and learning, through a comprehensive overview of the history, current literature, and best practices.

### **SPED-673 Behavior Interventions and Positive Behavior Supports**

3 cr.

Repeatable for Credit: No

Study functional behavioral assessment (FBA) and behavioral intervention planning (BIP) for individualized behavior problems for students with Autism Spectrum Disorder and related disabilities in the PK-12 educational setting. Focus on assessment skills to produce data-driven environmental modifications, pro-social replacement behaviors, consequence strategies, and home-school collaboration.

### **SPED-674 Augmentative Communication and Social Skills**

3 cr.

Repeatable for Credit: No

Review current literature in supporting communication and social skills for individuals with Autism Spectrum Disorder; including best practices in assessment and implementation of augmentative and alternative communication interventions.

### **SPED-675 Assessment and Methodology of Autism Spectrum Disorder**

3 cr.

Repeatable for Credit: No

Critical review of assessment methods used in the identification of Autism Spectrum Disorder. Formal and informal assessment results are utilized to create an intervention plan that is responsive to the student's individual needs.

## **Career and Technical Education Leadership Certificate**

This certificate program is intended to provide background in career and technical education to leaders in technical colleges, K12 schools, or workforce development agencies who seek knowledge of the field in order to be effective leaders.

## Required Courses

### **CTE-708 Issues in Career and Technical Education**

2 cr.

Repeatable for Credit: No

An in-depth study of contemporary issues affecting career, technical and adult education. Possible solutions or alternatives will be proposed.

## **CTE-710 Coordination and Supervision of Career and Technical Education**

2 cr.

Repeatable for Credit: No

Principles of coordination/supervision in career, technical and adult education. The coordinator/supervisory positions and their functional relationship to the career and technical education system.

## **CTE-725 Quality Improvement in Education**

3 cr.

Repeatable for Credit: No

Systematic and strategic approaches to improving educational processes by applying and implementing quality improvement techniques.

- Elective (2-3 cr.)

## **Recommended Electives**

## **CTE-720 Policy and Legal Issues in Career and Technical Education**

2 cr.

Repeatable for Credit: No

Contemporary legal and policy issues affecting secondary and postsecondary career and technical education.

## **EDPSY-730 Advanced Psychology of Learning for Instruction**

2 cr.

Repeatable for Credit: No

Theories of learning with applications and implications to the learning environment. Biological bases and psychoeducational models with an examination of instruction and the learning conditions and strategies that promote the acquisition and transfer of knowledge in children, adolescents, and adults.

## **EDUC-742 Program Evaluation**

3 cr.

Repeatable for Credit: No

Surveys theory and practice of evaluating the effectiveness of a variety of human-service delivering systems, including education. Develops applied competencies in analyzing values and needs of decision makers and articulation and assessment of program objectives (both process and product). Emphasis on building efficient, ongoing evaluation systems.



- Other electives are available based on student's career goals

## Cisco Certified Network Associate Exam Preparation Certificate

The Cisco Certified Network Associate (*CCNA*) Exam Preparation Certificate prepares students to pass examinations through the use of lecture, online curriculum, and laboratory exercises. In order to earn the certificate, students must pass the following courses and professional exams:

### Required Courses

- TCS-131 Network operating System Fundamentals (2.00 cr.)
- TCS-141 Networking Fundamentals I (2.00 cr.)
- TCS-142 Networking Fundamentals II (2.00 cr.)
- TCS-143 Networking Fundamentals III (2.00 cr.)
- TCS-144 Networking Fundamentals IV (2.00 cr.)

**Exam:** Cisco CCNA

## Cisco Certified Network Professional Exam Preparation Certificate

The Cisco Certified Network Professional (*CCNP*) Exam Preparation Certificate prepares students to pass examinations through the use of lecture, online curriculum, and laboratory exercises. In order to earn the certificate, students must pass the following courses and professional exams:

### Required Courses

- ITM-641 Scalable Internetworks (3.00 cr.)  
**Exam:** Cisco Routing
- ITM-642 Remote Access Networks (3.00 cr.)  
**Exam:** Cisco Remote Access
- ITM-643 Multi-Layer Switched Networks (3.00 cr.)  
**Exam:** Cisco Switching
- ITM-644 Internetwork Troubleshooting (3.00 cr.)  
**Exam:** Cisco Support

## Communicating with Emerging Media Certificate

Communicating with Emerging Media explores a variety of emerging media to investigate how these communication technologies are changing our workplaces, classrooms and social lives.

### Required Courses

**ENGL-745 Communication Strategies for Emerging Media**

3 cr.  
Repeatable for Credit: No  
Emerging media and digital technologies as catalysts of cultural change, and how such changes have affected the way technical communicators write, share, and consume materials.

## **ENGL-740 Visual Rhetoric for Technical and Professional Communicators**

3 cr.  
Repeatable for Credit: No  
Rhetorical theory and technical communication research in document design and related visual communication principles. Strategies for designing documents, data displays, and other products used by technical communicators in the workplace.

## **Creative Writing Certificate**

The Creative Writing Certificate provides participants with expertise in areas of effective creative writing to meet a range of written communication and problem solving responsibilities in business, industry, and education. Participants must complete the following courses with a B or better to earn the certificate:

### **Required Courses**

#### **Tier One - Required**

- ENGL-245 Creative Writing (3.00 cr.)
- ENGL-342 Creative Writing II (3.00 cr.)

#### **Tier Two - Choice of two courses**

- ENGL-356 Creative Writing Workshop (6.00 cr.) (*repeatable*):
  1. Advanced Fiction Writing
  2. Advance Poetry Writing
  3. Advanced Creative Nonfiction Writing

#### **Tier Three - Choice of one**

- ENGL-371 Rhetoric and Style: Strategies of Augmentation (3.00 cr.) *or*
- ENGL-388 Writing for the Internet (3.00 cr.)

#### **Tier Four - Capstone Seminar**

- ENGL-471 Technical Communication and Consulting (3.00 cr.)

# **E-Learning and Online Teaching Certificate**

The use of the Internet to deliver education and training in fully online or web-enhanced formats is growing at a tremendous rate in all sectors of our society. An increasing number of K-12 schools and post-secondary institutions are using web-based technologies to facilitate learning, particularly at the secondary and post-secondary levels. Consequently, there is a growing need for highly skilled online distance educators to support online teaching and training across the nation and around the world. At the completion of the graduate certificate program candidates will demonstrate the knowledge and skills to effectively teach or train online and serve as leaders in distance learning initiatives.

## **Required Courses**

### **EDUC-760 E-Learning for Educators**

3 cr.  
Repeatable for Credit: No  
Historical background and current trends in online learning. Concepts and foundations of best practices for successful teaching online. E-learning theory, principles, learning management systems, and web-based technology tools.

### **EDUC-761 Creating Collaborative Communities in E-Learning**

3 cr.  
Repeatable for Credit: No  
Concepts, methods and research for creating and facilitating a collaborative online community of practice. Dynamics of facilitated synchronous and asynchronous discussion, questioning skills, conflict resolution, netiquette, and collaborative learning through problem-based scenarios, simulations, and hands-on practice moderating online discussions.

### **EDUC-762 Assessment in E-Learning**

3 cr.  
Repeatable for Credit: No  
Performance-based assessment. Summative and formative feedback methods to assess student learning in the online classroom. Best practices for grading procedures, prevention of plagiarism in the digital environment, electronic evaluation tools, using electronic record-keeping systems and methods for evaluating e-portfolios, posted discussions, and group projects.

### **EDUC-763 Instructional Design for E-Learning**

3 cr.  
Repeatable for Credit: No  
Evaluation, discussion and application of instructional design theories and principles for online learning. Examination of hybrid, self-paced and facilitated online learning experiences delivered via course management systems. Scenario-based simulations and case study analysis. Creating interactive multimedia learning objects. Application of accessibility and usability guidelines in web-based course design.

### **EDUC-764 E-Learning Practicum**

3 cr.  
Repeatable for Credit: No  
Practicum in teaching online with a cooperating online instructor. Application of online pedagogy and technology evaluated through observation, discussion and reflections. Completion of a professional development plan and an e-portfolio of evidence of attainment of online learning standards.  
Instructor's Consent Required  
*Prerequisites: take EDUC-760, EDUC-761, EDUC-762, and EDUC-763*

## Note(s):

**Note:** *The practicum may only be taken after all other courses are completed.*

## Enterprise Technology Certificate

Enterprise technologies are umbrella systems with common data organization, storage, and data analysis tools interconnected through a computing network. The certificate provides participants with knowledge of the uses and impacts of enterprise technology in accordance with contemporary business practices. Professionals develop relevant understanding of policy, issues, and standards and implications on national and global communities.

## Required Courses

### ICT-505 Information Systems for Enterprise

3 cr.  
Repeatable for Credit: No  
Information systems concepts and technology for contemporary enterprise. Includes hardware, software, networks and enterprise-specific information systems. Emphasis on business-prudent solutions/products based on clearly identified needs/goals.

### ICT-601 Information Technology Policy And Audit

3 cr.  
Repeatable for Credit: No  
Information technology policy, regulatory and audit issues, international standards, and internal security strategies.

### ICT-605 Enterprise Technology Seminar

3 cr.  
Repeatable for Credit: No  
Trends in enterprise technology, including: systematic development processes to solve business problems and support business processes, identification and use of contemporary enterprise technology solutions, sources of enterprise technology support, training and information and enterprise technology credentialing and career opportunities.  
*Prerequisite: take ICT-601*

# Evaluation Studies Certificate

The 14 credit certificate in Evaluation Studies will provide students with a foundation in several theories of evaluation, professional and ethical considerations, project management, team and client communication, and data collection and analysis. The application and practicum courses will provide focus on applications of evaluation concepts and processes.

Courses and modules may be taken for professional development or credit toward the certificate. Credit earned may be applied toward the Master of Science in Applied Psychology. Individual modules may be taken in any order and are offered concurrently. Capstone Practicum course provides real world experience. Full courses are offered on a semester schedule. In order to receive course credit, all modules in the course must be completed; for example to receive credit for [PSYC 720](#) modules A - K must be completed. All courses and modules are delivered online. Prerequisites: completion of a bachelor's degree.

## Certificate Requirements (14 Credits)

### Introduction to Evaluation and Institutional Research (2 credits)

#### **PSYC-720 Introduction to Evaluation and Institutional Research**

##### Individual Modules

#### **PSYC-720A Overview of Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Application of evaluation to programs, processes and products; Institutional Research and its application in education, relationship between evaluation and institutional research.

#### **PSYC-720B Responsibilities of Institutional Research Offices**

0.2 cr.

Repeatable for Credit: No

Responsibilities of Institutional Research offices, similarities and differences in the responsibilities of different offices.

#### **PSYC-720C Overview of Evaluation Approaches and Theories**

0.1 cr.

Repeatable for Credit: No

Major theories and approaches that guide evaluation work; similarities and differences among them.

#### **PSYC-720D Utilization-Focused Evaluation**

0.2 cr.

Repeatable for Credit: No

Theory and application of utilization-focused evaluation; basic questions and considerations for use; contrast with other approaches and theories.

## **PSYC-720E Goal Free Evaluation**

0.2 cr.

Repeatable for Credit: No

Theory and application of goal free evaluation; basic questions and considerations for use; contrast with other approaches and theories.

## **PSYC-720F Context Input Process Product Evaluation**

0.2 cr.

Repeatable for Credit: No

Theory and application of context input process product evaluation; basic questions and considerations for use; contrast with other approaches and theories.

## **PSYC-720G Constructivist/4th Generation Evaluation**

0.2 cr.

Repeatable for Credit: No

Theory and application of constructivist/4th generation evaluation; basic questions and considerations for use; contrast with other approaches and theories.

## **PSYC-720H Deliberative/Democratic Evaluation**

0.2 cr.

Repeatable for Credit: No

Theory and application of deliberative/democratic evaluation; basic questions and considerations for use; contrast with other approaches and theories.

## **PSYC-720I Empowerment Evaluation**

0.2 cr.

Repeatable for Credit: No

Theory and application of empowerment evaluation; basic questions and considerations for use; contrast with other approaches and theories.

## **PSYC-720J Methods and Social Justice Evaluation**

0.1 cr.

Repeatable for Credit: No

Theory and application of methods and social justice evaluation; basic questions and considerations for use; contrast with other approaches and theories.

## **PSYC-720K Evaluation Competencies Overview**

0.2 cr.

Repeatable for Credit: No

Competencies for the successful evaluator or institutional research professional; determine proficiency levels, and develop a professional development plan.

## **Evaluation and Institutional Research: Ethics and Practice (1 credit)**

### **PSYC-721 Evaluation and Institutional Research: Ethics and Practice**

#### **Individual Modules**

### **PSYC-721A Professional Evaluation Standards**

0.2 cr.

Repeatable for Credit: No

Need for and application of American Evaluation Association Guiding Principles and Program Evaluation Standards to evaluation and research settings.

### **PSYC-721B Ethics in Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Ethical codes for research and evaluation and strategies for addressing professional and ethical issues.

### **PSYC-721C Understanding Responsible Conduct of Research**

0.2 cr.

Repeatable for Credit: No

Responsible preparation and conduct of research; role of the Institutional Review Board in evaluation and research. Procedures for gaining Institutional Review Board approval for a project.

### **PSYC-721D Cultural Competence in Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Impact of cultural perspective on the conduct of evaluation and research; assess how personal cultural perspective influences professional practice.

### **PSYC-721E Reflective Practice in Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Reflective practice in evaluation and institutional research to support professional growth.

## Project Management in Evaluation and Institutional Research (2 credits)

### **PSYC-722 Project Management in Evaluation and Institutional Research**

#### **Individual Modules**

#### **PSYC-722A Stakeholders, Roles, and Responsibilities**

0.4 cr.

Repeatable for Credit: No

Roles and responsibilities of stakeholders in an evaluation setting.

#### **PSYC-722B Communication and Collaboration with Stakeholders**

0.2 cr.

Repeatable for Credit: No

Techniques for communicating and collaborating with internal and external stakeholders in an evaluation project.

#### **PSYC-722C Budgeting for an Evaluation**

0.3 cr.

Repeatable for Credit: No

Costs associated with conducting evaluation; create detailed, accurate budgets for an evaluation project.

#### **PSYC-722D Managing Tasks and Timelines in Evaluation and Institutional Research**

0.3 cr.

Repeatable for Credit: No

Evaluation project timelines; developing and managing project tasks in the evaluation process.

#### **PSYC-722E Conflict Management in Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Effective communication with team members and project stakeholders.



## **PSYC-722F Reporting in Evaluation and Institutional Research**

0.4 cr.

Repeatable for Credit: No

Communication of evaluation data (quantitative and qualitative) to stakeholders and other audiences; approaches for written reports and presentations.

## **PSYC-722G Professional Growth in Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Professional development plans for evaluators; identifying short-term and long-term goals.

## **Research Methods (2 credits)**

### **PSYC-723 Research Methods in Evaluation and Institutional Research**

#### **Individual Modules**

### **PSYC-723A Evaluability Assessment**

0.2 cr.

Repeatable for Credit: No

Evaluability assessments; assessing programs for scope and feasibility as evaluation.

### **PSYC-723B Identifying Evaluation Questions**

0.2 cr.

Repeatable for Credit: No

Evaluation questions based on stakeholder feedback, program goals and objectives; questions are relevant, measurable, and useful.

### **PSYC-723C Designing an Evaluation Plan**

0.2 cr.

Repeatable for Credit: No

Basic evaluation plans to address identified evaluation questions; define the goals, boundaries, and scope of the evaluation.

### **PSYC-723D Research Design in Evaluation and Institutional Research**

0.4 cr.

Repeatable for Credit: No  
Quantitative and qualitative research designs; mixed-methods approaches.

### **PSYC-723E Program Theory: Logic Modeling/Program Theory of Change**

0.2 cr.  
Repeatable for Credit: No  
Logic models for evaluation; program theory of change for evaluation.

### **PSYC-723F Literature Reviews in Evaluation and Institutional Research**

0.2 cr.  
Repeatable for Credit: No  
Literature reviews for use in evaluation; approach and application of appropriate peer-reviewed sources.

### **PSYC-723G Sampling in Evaluation and Institutional Research**

0.2 cr.  
Repeatable for Credit: No  
Random and convenience sampling techniques; sampling methods for representativeness and generalizability.

### **PSYC-723H Data Visualization in Evaluation and Institutional Research**

0.2 cr.  
Repeatable for Credit: No  
Data visualization techniques based on evaluation context and target audience; enhance client comprehension of results.

### **PSYC-723I Turning Results into Action**

0.2 cr.  
Repeatable for Credit: No  
Strategies for designing and presenting evaluation results in order to support the client's use of the results.

### **Data Collection in Evaluation and Institutional Research (1 credit)**

#### **PSYC-724 Data Collection in Evaluation and Institutional Research**

##### **Individual Modules**

### **PSYC-724A Focus Groups in Evaluation and Institutional Research**

0.4 cr.

Repeatable for Credit: No

Focus group method for evaluations; appropriate use, strengths, and weaknesses.

## **PSYC-724B Surveys in Evaluation and Institutional Research**

0.4 cr.

Repeatable for Credit: No

Survey development and administration for evaluations; appropriate use, strengths, and weaknesses.

## **PSYC-724C Observation Studies in Evaluation**

0.2 cr.

Repeatable for Credit: No

Observational data collection techniques for evaluation; appropriate use, strengths, and weaknesses.

## **Data Analysis in Evaluation and Institutional Research (1 credit)**

### **PSYC-725 Data Analysis in Evaluation and Institutional Research**

#### **Individual Modules**

## **PSYC-725A Quantitative Analysis in Evaluation/Institutional Research**

0.3 cr.

Repeatable for Credit: No

Basic quantitative data analysis; descriptive and inferential statistics, selection of appropriate statistical methods for different types of data; data analysis software.

## **PSYC-725B Qualitative Data Analysis in Evaluation and Institutional Research**

0.3 cr.

Repeatable for Credit: No

Basic qualitative data analysis; thematic analysis and coding of qualitative data.

## **PSYC-725C Managing Evaluation and Institutional Research Data**

0.2 cr.

Repeatable for Credit: No

Data management and storage; strategies for confidentiality, promoting accuracy, and secure storage.

## **PSYC-725D Synthesizing Results: Triangulation**

0.2 cr.

Repeatable for Credit: No

Mixed methods for evaluations; triangulate data from multiple sources in order to draw inferences about a subject.

## **Evaluation Applications (2 credits)**

### **PSYC-726 Evaluation Applications**

#### **Individual Modules**

### **PSYC-726A Evaluation Settings**

0.3 cr.

Repeatable for Credit: No

Evaluation settings and purposes; role of the evaluator and the interdisciplinary nature of evaluation; matching evaluation methods to organizational needs.

### **PSYC-726B Reporting and Interpreting Evaluation Results**

0.2 cr.

Repeatable for Credit: No

Reporting evaluation results, provide interpretations and recommendations; present clear, accurate, and relevant reports to clients.

### **PSYC-726C Dissemination Plans for Evaluation**

0.2 cr.

Repeatable for Credit: No

Customized reporting for evaluation. Interpret and meet the information needs of various audiences; dissemination plans.

### **PSYC-726D Supporting Use of the Results**

0.2 cr.

Repeatable for Credit: No

Personal and organizational issues that hinder the use of evaluation results; analyze topics that create distrust in results; communication for building trust in the evaluation process.

### **PSYC-726E Meta-Evaluation**

0.2 cr.

Repeatable for Credit: No

Meta-evaluation for quality improvement and professional development.

## **PSYC-726F Capacity Building in Evaluation**

0.3 cr.

Repeatable for Credit: No

Organizational capacity-building for evaluations; capacity-building plans.

## **PSYC-726G Responding to Requests for Proposals**

0.2 cr.

Repeatable for Credit: No

Requests for proposals for external evaluation. Navigate proposal process; strategies for competitive proposals.

## **PSYC-726H Evaluation Plans for Grant Proposals**

0.2 cr.

Repeatable for Credit: No

Grant writing process; identify grant opportunities; evaluation plans for grant proposals.

## **PSYC-726I Jobs in Evaluation**

0.2 cr.

Repeatable for Credit: No

Job opportunities and professional resources in evaluation; internal evaluation positions; communicate evaluation skills during the hiring process; consulting opportunities.

## **Practicum in Evaluation (3 credits)**

## **PSYC-727 Practicum in Evaluation**

3 cr.

Repeatable for Credit: No

Advanced independent evaluation field project. Project management and external consulting skill development. Independent planning, designing, implementing, and managing evaluation projects. topics covered: budgeting, evaluability, program description, program theories, project management, conflict management, and quality management.

*Prerequisites: take PSYC-720, PSYC-721, PSYC-722, PSYC-723, PSYC-724, PSYC-725, and PSYC-726*

Notes:

*Individuals enrolled in the Evaluation Studies Certificate program must have a cumulative GPA of 3.0 or higher within the certificate in order to enroll in the practicum course.*

*A graduate level certificate in Evaluation Studies will be awarded to those students who are on full academic standing per graduate school policies 2.2.3 (cumulative GPA of 3.0) and have met all of the certificate requirements. The certificate program advisor will certify that all requirements have been met. The credits will be transcribed and the individual will receive a printed certificate from the UW-Stout Registrar*

## **Event and Meeting Management Certificate**

The Event and Meeting Management certificate is designed to teach the skills and knowledge base necessary to be successful in the events and meetings industry. The certificate will help students understand the key areas of the industry and to possess the knowledge to manage meetings, events, and trade shows. The certificate will set the ground work for students and professionals working towards the Certified Meeting Professional (CMP) designation.

### **Required Courses**

#### **HT-551 Hospitality Convention/Meeting Planning**

3 cr.

Repeatable for Credit: No

The roles and responsibilities of professional hospitality meeting planners and hotel convention sales/service managers are examined for purposes of planning or hosting a major convention, or a corporate, association, or special group meeting event.

#### **HT-642 Trade Show Management**

3 cr.

Repeatable for Credit: No

Investigate and apply the process and procedures to plan and manage a trade show from a developer and user perspective. Define the process to select and develop, arrange for site and support services leading to a profitable trade show.

#### **HT-645 Event Management**

3 cr.

Repeatable for Credit: No

Planning, organizing and the management of events will be investigated for the hospitality, tourism and golf industries. Emphasis is placed on the design, internal management systems and post event evaluation.

#### **GEM-645 Event Management**

3 cr.

Repeatable for Credit: No

Planning, organization and the management of events will be investigated for the hospitality, tourism and golf industries. Emphasis is placed on the design, internal management systems and post- event evaluation.

## **HT-647 International Convention and Meeting Management**

3 cr.

Repeatable for Credit: No

Investigate the process and procedures to plan for meetings in other countries.

*Prerequisite: take HT-551*

## **Health Communication Certificate**

### **Introduction**

Employment opportunities and high levels of placement in desired career fields for individuals with health communication training will continue to grow in response to the nation's needs and resources devoted to health issues. Through the coursework, those who earn the Health Communication certificate will be able to create effective health messages through user-centered communication strategies, evaluate the relationship between communication and health-related outcomes for individuals and populations, evaluate the influences of culture on the effectiveness of health communication, analyze user perspectives in accessing health information, and apply principles and theories to research and practice.

This certificate offering serves place-bound, working communication professionals who are employed in health-related contexts. Students would have earned a baccalaureate degree and are seeking further professional development. Students would not need to be degree-holder in a communications field. Other interested students would be future health professionals interested in coursework beyond their clinical education. Courses are offered online.

### **Program Requirements**

#### **Core Courses (6 credits)**

##### **COMST-570 Communicating in Health Contexts**

3 cr.

Repeatable for Credit: No

Theories and practical approaches to interactions about health- and wellness-related issues. Addresses perspectives on health communication in interpersonal, clinical, small group, and organizational contexts. Explains communication issues that exist in health care encounters, and discusses the influences of culture on health communication.

##### **ENGL-570 Developing Health Messages**

3 cr.

Repeatable for Credit: No

Theories and practical approaches to the creation of effective health messages. Providing an understanding of how to recognize the diverse needs of health consumers with a focus on addressing health literacy issues, create health messaging tools and write for both specialized and general health audiences.

#### **Electives (3 credits)**

*Choose one of the following:*

### **COMST-710 Advanced Interpersonal Communication for Professionals**

3 cr.

Repeatable for Credit: No

Study of interpersonal communication theory applied to organizational and professional contexts.

### **ENGL-670 Special Topics in Health Communication**

3 cr.

Repeatable for Credit: No

In-depth study of special topics in the field of health communication.

### **ENGL-712 Communicating in Multilingual Environments**

3 cr.

Repeatable for Credit: No

Language change, World Englishes, and writing systems in different languages. Theoretical approaches to negotiating language difference.

Application of course topics to written communication in online, multilingual environments.

### **SPCOM-670 Special Topics in Health Communication**

3 cr.

Repeatable for Credit: No

In-depth study of special topics in the field of health communication.

### **Capstone (3 credits)**

*Students will complete a research-based project or a work experience-based project.*

### **ENGL-675 Applied Health Communication Capstone**

3 cr.

Repeatable for Credit: No

Completion of an original research or field experience project for business or industry. Results in either a deliverable for a client with a project report or a research paper.

### **COMST-675 Applied Health Communication Capstone**



3 cr.

Repeatable for Credit: No

Completion of an original research or field experience project for business or industry. Results in either a deliverable for a client with a project report or a research paper.

## **Human Resource Management Certificate**

The Human Resource Management certificate program provides a broad base of knowledge to professionals seeking to expand their management competencies. The coursework is essential to prepare for the Professional Human Resource (*PHR*) exam, developed by the Society for Human Resource Management (*SHRM*) and recognized nationally as a significant credential for professional advancement in human resources. Competencies required by human resources professionals are best defined by content of the SHRM examination, and they are the same competencies covered in the coursework required for the certificate. The certificate in no way implies or guarantees that the student will pass the exam but should be seen as an important professional accomplishment.

## **Required Courses**

The following courses provide the student with knowledge in all of the tested areas:

- PSYC-581 Industrial Psychology (2.00 cr.)

### **PSYC-582 Human Resource Management**

3 cr.

Repeatable for Credit: No

Organization and coordination of personnel practices and methods. Consideration given to communication, employment, orientation and training, working conditions, supervision, performance evaluation, collective bargaining, salary administration, health and recreation.

### **PSYC-603 Management of Employee Reward Systems**

3 cr.

Repeatable for Credit: No

Review of issues in the reward and compensation of employees and of systematic methods for the determination of employee wages, incentives and benefits. Psychological theories of motivation, external equity, job analysis, identifying compensable factors used in job evaluation, comparable worth and performance appraisal, individual salary determination.

### **PSYC-685 Recruitment & Selection of Human Resources**

3 cr.

Repeatable for Credit: No

In-depth examination of the processes involved in the design and implementation of procedures for selecting employees; the impact these procedures have on the organization; and recruitment, job analysis, testing methods, legal issues, selection strategies, career development.

### **TRHRD-560 Training Systems in Business and Industry**

3 cr.

Repeatable for Credit: No

Types and purpose of training as related to business and industry. Training analysis, content, delivery systems, evaluation and justification for training. Designed for non- education majors.

- ECON-621 Collective Bargaining and Labor Relations (2.00 cr.)

## **RC-581 Principles of Occupational Risk Control/Safety**

2-3 cr.

Repeatable for Credit: No

Introduction to risk control/safety approaches intended to protect employee, property, legal, environmental, and financial-based assets through the development of internal practices/standards that promote the systematic anticipation, identification, analysis and control of risks that are inherent to the operation.

## **Improving the User Experience Certificate**

Improving the User Experience is designed to study the rhetorical theories guiding user experience strategies and learn how to design and implement user-centered research aimed to improve the content and design of documentation and myriad other products.

## **Required Courses**

### **ENGL-720 Rhetorical Theory**

3 cr.

Repeatable for Credit: No

Classical and modern theories of rhetoric and rhetorical analysis.

### **ENGL-730 User-Centered Research for Technical Communicators**

3 cr.

Repeatable for Credit: No

Theories and practice of user-centered research in technical and professional communication. Emphasis on applying user-centered research methods in a variety of writing and communication contexts.

## **Institutional Research Certificate**

The 14 credit graduate certificate in Institutional Research will provide students with skills in Institutional Research. Specific areas include enrollment management, assessment, accountability, data management and strategic planning, as well as competencies in ethical considerations, project management, communication, data collection and analysis. An application course and practicum will provide focus on institutional research applications of concepts and processes.

Courses and modules may be taken for professional development or credit toward the certificate. Credit earned may be applied toward the Master

of Science in Applied Psychology. Individual modules may be taken in any order and are offered concurrently. Capstone Practicum course provides real world experience. Full courses are offered on a semester schedule. In order to receive course credit, all modules in the course must be completed; for example to receive credit for [PSYC 720](#), modules A - K must be completed. All courses and modules are delivered online. Prerequisites: completion of a bachelor's degree

## Introduction to Evaluation and Institutional Research (2 credits)

### **PSYC-720 Introduction to Evaluation and Institutional Research**

#### **Individual Modules**

### **PSYC-720A Overview of Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Application of evaluation to programs, processes and products; Institutional Research and its application in education, relationship between evaluation and institutional research.

### **PSYC-720B Responsibilities of Institutional Research Offices**

0.2 cr.

Repeatable for Credit: No

Responsibilities of Institutional Research offices, similarities and differences in the responsibilities of different offices.

### **PSYC-720C Overview of Evaluation Approaches and Theories**

0.1 cr.

Repeatable for Credit: No

Major theories and approaches that guide evaluation work; similarities and differences among them.

### **PSYC-720D Utilization-Focused Evaluation**

0.2 cr.

Repeatable for Credit: No

Theory and application of utilization-focused evaluation; basic questions and considerations for use; contrast with other approaches and theories.

### **PSYC-720E Goal Free Evaluation**

0.2 cr.

Repeatable for Credit: No

Theory and application of goal free evaluation; basic questions and considerations for use; contrast with other approaches and theories.

## **PSYC-720F Context Input Process Product Evaluation**

0.2 cr.

Repeatable for Credit: No

Theory and application of context input process product evaluation; basic questions and considerations for use; contrast with other approaches and theories.

## **PSYC-720G Constructivist/4th Generation Evaluation**

0.2 cr.

Repeatable for Credit: No

Theory and application of constructivist/4th generation evaluation; basic questions and considerations for use; contrast with other approaches and theories.

## **PSYC-720H Deliberative/Democratic Evaluation**

0.2 cr.

Repeatable for Credit: No

Theory and application of deliberative/democratic evaluation; basic questions and considerations for use; contrast with other approaches and theories.

## **PSYC-720I Empowerment Evaluation**

0.2 cr.

Repeatable for Credit: No

Theory and application of empowerment evaluation; basic questions and considerations for use; contrast with other approaches and theories.

## **PSYC-720J Methods and Social Justice Evaluation**

0.1 cr.

Repeatable for Credit: No

Theory and application of methods and social justice evaluation; basic questions and considerations for use; contrast with other approaches and theories.

## **PSYC-720K Evaluation Competencies Overview**

0.2 cr.

Repeatable for Credit: No

Competencies for the successful evaluator or institutional research professional; determine proficiency levels, and develop a professional development plan.

# Evaluation and Institutional Research: Ethics and Practice (1 credit)

## PSYC-721 Evaluation and Institutional Research: Ethics and Practice

### Individual Modules

#### **PSYC-721A Professional Evaluation Standards**

0.2 cr.

Repeatable for Credit: No

Need for and application of American Evaluation Association Guiding Principles and Program Evaluation Standards to evaluation and research settings.

#### **PSYC-721B Ethics in Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Ethical codes for research and evaluation and strategies for addressing professional and ethical issues.

#### **PSYC-721C Understanding Responsible Conduct of Research**

0.2 cr.

Repeatable for Credit: No

Responsible preparation and conduct of research; role of the Institutional Review Board in evaluation and research. Procedures for gaining Institutional Review Board approval for a project.

#### **PSYC-721D Cultural Competence in Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Impact of cultural perspective on the conduct of evaluation and research; assess how personal cultural perspective influences professional practice.

#### **PSYC-721E Reflective Practice in Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Reflective practice in evaluation and institutional research to support professional growth.

## Project Management in Evaluation and Institutional Research (2 credits)

## **PSYC-722 Project Management in Evaluation and Institutional Research**

### **Individual Modules**

#### **PSYC-722A Stakeholders, Roles, and Responsibilities**

0.4 cr.

Repeatable for Credit: No

Roles and responsibilities of stakeholders in an evaluation setting.

#### **PSYC-722B Communication and Collaboration with Stakeholders**

0.2 cr.

Repeatable for Credit: No

Techniques for communicating and collaborating with internal and external stakeholders in an evaluation project.

#### **PSYC-722C Budgeting for an Evaluation**

0.3 cr.

Repeatable for Credit: No

Costs associated with conducting evaluation; create detailed, accurate budgets for an evaluation project.

#### **PSYC-722D Managing Tasks and Timelines in Evaluation and Institutional Research**

0.3 cr.

Repeatable for Credit: No

Evaluation project timelines; developing and managing project tasks in the evaluation process.

#### **PSYC-722E Conflict Management in Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Effective communication with team members and project stakeholders.

#### **PSYC-722F Reporting in Evaluation and Institutional Research**

0.4 cr.

Repeatable for Credit: No

Communication of evaluation data (quantitative and qualitative) to stakeholders and other audiences; approaches for written reports and presentations.

## **PSYC-722G Professional Growth in Evaluation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Professional development plans for evaluators; identifying short-term and long-term goals.

## **Research Methods (2 credits)**

### **PSYC-723 Research Methods in Evaluation and Institutional Research**

#### **Individual Modules**

### **PSYC-723A Evaluability Assessment**

0.2 cr.

Repeatable for Credit: No

Evaluability assessments; assessing programs for scope and feasibility as evaluation.

### **PSYC-723B Identifying Evaluation Questions**

0.2 cr.

Repeatable for Credit: No

Evaluation questions based on stakeholder feedback, program goals and objectives; questions are relevant, measurable, and useful.

### **PSYC-723C Designing an Evaluation Plan**

0.2 cr.

Repeatable for Credit: No

Basic evaluation plans to address identified evaluation questions; define the goals, boundaries, and scope of the evaluation.

### **PSYC-723D Research Design in Evaluation and Institutional Research**

0.4 cr.

Repeatable for Credit: No

Quantitative and qualitative research designs; mixed-methods approaches.

### **PSYC-723E Program Theory: Logic Modeling/Program Theory of Change**

0.2 cr.

Repeatable for Credit: No  
Logic models for evaluation; program theory of change for evaluation.

### **PSYC-723F Literature Reviews in Evaluation and Institutional Research**

0.2 cr.  
Repeatable for Credit: No  
Literature reviews for use in evaluation; approach and application of appropriate peer-reviewed sources.

### **PSYC-723G Sampling in Evaluation and Institutional Research**

0.2 cr.  
Repeatable for Credit: No  
Random and convenience sampling techniques; sampling methods for representativeness and generalizability.

### **PSYC-723H Data Visualization in Evaluation and Institutional Research**

0.2 cr.  
Repeatable for Credit: No  
Data visualization techniques based on evaluation context and target audience; enhance client comprehension of results.

### **PSYC-723I Turning Results into Action**

0.2 cr.  
Repeatable for Credit: No  
Strategies for designing and presenting evaluation results in order to support the client's use of the results.

## **Data Collection in Evaluation and Institutional Research (1 credit)**

### **PSYC-724 Data Collection in Evaluation and Institutional Research**

#### **Individual Modules**

### **PSYC-724A Focus Groups in Evaluation and Institutional Research**

0.4 cr.  
Repeatable for Credit: No  
Focus group method for evaluations; appropriate use, strengths, and weaknesses.

### **PSYC-724B Surveys in Evaluation and Institutional Research**



0.4 cr.

Repeatable for Credit: No

Survey development and administration for evaluations; appropriate use, strengths, and weaknesses.

## **PSYC-724C Observation Studies in Evaluation**

0.2 cr.

Repeatable for Credit: No

Observational data collection techniques for evaluation; appropriate use, strengths, and weaknesses.

## **Data Analysis in Evaluation and Institutional Research (1 credit)**

### **PSYC-725 Data Analysis in Evaluation and Institutional Research**

#### **Individual Modules**

## **PSYC-725A Quantitative Analysis in Evaluation/Institutional Research**

0.3 cr.

Repeatable for Credit: No

Basic quantitative data analysis; descriptive and inferential statistics, selection of appropriate statistical methods for different types of data; data analysis software.

## **PSYC-725B Qualitative Data Analysis in Evaluation and Institutional Research**

0.3 cr.

Repeatable for Credit: No

Basic qualitative data analysis; thematic analysis and coding of qualitative data.

## **PSYC-725C Managing Evaluation and Institutional Research Data**

0.2 cr.

Repeatable for Credit: No

Data management and storage; strategies for confidentiality, promoting accuracy, and secure storage.

## **PSYC-725D Synthesizing Results: Triangulation**

0.2 cr.

Repeatable for Credit: No

Mixed methods for evaluations; triangulate data from multiple sources in order to draw inferences about a subject.

## Institutional Research Applications (2 credits)

### **PSYC-728 Institutional Research Applications**

#### **Individual Modules**

#### **PSYC-728A Enrollment Management and Modeling**

0.3 cr.

Repeatable for Credit: No

Enrollment management concepts and practices for Institutional Research; enrollment management and modeling.

#### **PSYC-728B Assessment and Evaluating Academic Programs**

0.2 cr.

Repeatable for Credit: No

Assessment and evaluation of academic programs for Institutional Research; tools and techniques for assessment and evaluation.

#### **PSYC-728C Strategic Planning and Policy Analysis**

0.3 cr.

Repeatable for Credit: No

Strategic planning for higher education. Role of institutional research; techniques for conducting strategic planning and policy analysis, utilizing data in strategic planning.

#### **PSYC-728D Benchmarking and Data Sharing in Institutional Research**

0.2 cr.

Repeatable for Credit: No

Benchmarking and data sharing for higher education; identify peer groups and sources for comparative data.

#### **PSYC-728E Workload Studies in Institutional Research**

0.2 cr.

Repeatable for Credit: No

Workload studies for institutions of higher education; typical components and techniques for conducting workload studies.

#### **PSYC-728F Data Management in Institutional Research**

0.2 cr.

Repeatable for Credit: No

Transactional systems and relational databases in institutional research.

## **PSYC-728G Institutional Accountability**

0.2 cr.

Repeatable for Credit: No

Accountability reporting options; national, state, and local trends, reporting requirements and emerging issues in institutional accountability; techniques for designing institutional accountability reports.

## **PSYC-728H External Reporting in IR**

0.2 cr.

Repeatable for Credit: No

External reporting for institutional researchers; techniques for external reporting requirements.

## **PSYC-728I Accreditation and Institutional Research**

0.2 cr.

Repeatable for Credit: No

Institutional and discipline specific accreditation; regional institutional accreditation requirements; role of institutional research in accreditation.

## **Practicum in Institutional Research (3 credits)**

### **PSYC-729 Practicum in Institutional Research**

3 cr.

Repeatable for Credit: No

Advanced independent institutional research field project. Project management and external consulting skill development. Independently planning, designing, implementing, and managing institutional research projects with client and instructor supervision. Topics include: research design, project planning, project management, presenting in written and verbal formats, conflict management, and quality management approaches.

*PSYC-720, PSYC-721, PSYC-722, PSYC-723, PSYC-724, PSYC-725 and PSYC-728*

## **Notes:**

*Individuals enrolled in the Institutional Research Certificate program must have a cumulative GPA of 3.0 or higher within the certificate in order to enroll in the practicum course.*

*A graduate level certificate in Institutional Research will be awarded to those students who are on full academic standing per graduate school policies 2.2.3 (cumulative GPA of 3.0) and have met all of the certificate requirements. The certificate program advisor will certify that all requirements have been met. The credits will be transcribed and the individual will receive a printed certificate from the UW-Stout Registrar.*

## **Instructional Design Certificate**

Instructional design is the art and science of creating instruction for learners in a systematic manner that leads to maximum knowledge transfer. The graduate-level Instructional Design professional development certificate provides students with the skills, knowledge, and abilities necessary to design effective, technology enhanced instruction, select appropriate instructional strategies, develop computer mediated training, and manage instructional development projects.

### **Required Courses**

#### **EDUC-765 Trends and Issues in Instructional Design**

3 cr.

Repeatable for Credit: No

In-depth comparison of current instructional design theories and models, principles of adult learning, variables that affect adult learning, techniques for stimulating and sustaining learner motivation, reinforcement of learning, skill transfer, and use of cognitive task analysis to determine instructional content.

#### **EDUC-766 Instructional Strategies and Assessment Methods**

3 cr.

Repeatable for Credit: No

Development of instructional goals, objectives and assessment of outcomes. Methods for assessing learning performance and mapping appropriate assessment methods to instructional strategies and learning objectives. Performance-based assessment and evaluation tools to assess learner performance. Design of formative and summative evaluation methods.

*Prerequisite: take EDUC-765*

#### **EDUC-767 Designing Computer-Based Training (CBT)**

3 cr.

Repeatable for Credit: No

Just-in-time scenario-based modular development, user interface design, visual design, usability testing, and execution of common instructional strategies employed in self-paced products. Research, trends and standards in computer-based training; development of reusable learning objects using multimedia software.

*Prerequisite: take EDUC-766*

#### **EDUC-768 Project Management for Instructional Development**

3 cr.

Repeatable for Credit: No

Examination of the initiation, planning, and closure of instructional development projects and practical knowledge on managing project scope,

work breakdown structure, schedules, and resources including budgeting. Analysis of instructional development project life cycle.  
*Prerequisites: take EDUC-767*

## **Math Specialist Certificate**

### **Introduction**

Mathematics Specialists are teacher leaders with additional preparation and background in mathematics instructional strategies, and school leadership. Typically based in elementary and middle schools, mathematics specialists are teachers who are released from full time classroom responsibilities so that they can support the professional growth of their colleagues, promoting enhanced mathematics instruction and student learning throughout their schools. Responsibilities often include strengthening classroom teachers' understanding of mathematics content, and helping teachers develop more effective mathematics teaching practices that allow all students to reach high standards as well as sharing research addressing how students learn mathematics.

Mathematics Specialists serve students and schools in a variety of ways including as classroom teachers, lead or mentor teachers, and school or district-based mathematics specialists. This certificate program provides teachers with the knowledge and skills needed to meet this need. Students have the option of taking individual courses or the full certificate for professional development or the courses can be used as electives in the M.S. in Education.

### **Required Courses**

#### **EDUC-648 Math Assessment for Response to Intervention**

2 cr.  
Repeatable for Credit: No  
Principles of using universal screeners and curriculum-based measures (CBMs) to assess student performance in mathematics. Use of assessment tools in mathematics to identify learning problems, to monitor student growth, and implement Response to Intervention (RTI) practices.

#### **EDUC-659 Methods of Teaching Middle School Math**

3 cr.  
Repeatable for Credit: No  
Research, issues and problems related to current reform in teaching middle school mathematics, including planning curriculum, assessing student learning, managing instruction, and providing for individual needs.

#### **EDUC-661 Advances Trends and Issues in PK-5 Mathematics Teaching**

3 cr.  
Repeatable for Credit: No  
Research, issues and problems related to teaching PK-5 mathematics, including problem-based learning, curricular decision-making, diagnosis and remediation, and building assessment into instruction.

#### **EDUC-662 Leadership for Math Specialists**

3 cr.

Repeatable for Credit: No

Using theory, research-based evidence, data and organizational change principles to develop, lead, evaluate, and improve PK-12 mathematics programs.

## **EDUC-663 Mathematics Specialist Field Experience**

2 cr.

Repeatable for Credit: No

Prepared math specialists for program implementation and evaluation in a school-based setting. Emphasis on developing coaching practices, planning professional development programs, and facilitating evidence-based math programs. This experience is designed to align with the coursework developed in the Math Specialist certificate.

Prerequisite: Take EDUC 662

### **Notes:**

Applicants may receive the Math Specialist Certificate upon successful completion of the four courses and after passing the Praxis Core Academic Skills for Educators in Mathematics (5732) with a qualifying score of 150.

## **Organizational Development and Consulting Certificate**

The Organization Development and Consulting certificate is designed to empower professionals to become proficient management consultants. Graduates with this certificate fulfill the rapidly growing industry need for prepared management analysts. Students develop proficiencies in a range of skills required to positively research, develop, lead, and evaluate organizational change initiatives.

## **Required Courses**

### **INMGT-616 People Process Culture**

3 cr.

Repeatable for Credit: No

A study of high performing people process culture organizations integrating sociology, applied psychology, and organization behavior subject matter areas.

*Prerequisite: take either INMGT-600 or PSYC 582*

### **INMGT-715 Organizational Consulting**

3 cr.

Repeatable for Credit: No

Introduction to the field of organizational consulting. Practical approaches using an interactive process to help individuals and organizations develop more rapidly and produce more satisfying results. Develop proficiencies in a range of skills required to practice consulting.

### **INMGT-750 Organization Development**

3 cr.

Repeatable for Credit: No

A blend of theory, evidence based research, and practice, developing students as leaders of organizational change. Learn skills specific to the field: theories and models, the process, research, and application of organization development principles. Develop and lead strategic change initiatives to enable organizations to be competitive.

*Prerequisite: take INMGT-600*

## Quality Management Certificate

The certificate program is designed to provide technical and professional responsibility at the Sigma Six Green Belt level to those in industry. Students in this program are prepared for the American Society for Quality (*ASQ*) Six Sigma certification through examinations upon completion of a project through their organizations.

## Required Courses

### INMGT-520 Quality Tools

3 cr.

Repeatable for Credit: No

Practical and statistical quality control in design and use of Quality Assurance Programs: Quality Engineering, Manufacturing Quality Assurance and Product Quality Assurance.

### INMGT-525 Quality Management

3 cr.

Repeatable for Credit: No

Provides the managerial and technical knowledge necessary to prepare, document, manage, and evaluate quality systems from beginning design through system operation and post-delivery customer services within a product or service environment.

### INMGT-610 Six Sigma Quality Improvement Methods

3 cr.

Repeatable for Credit: No

Overview of Six Sigma quality improvement applications. Application of scientific methods to improve quality of products, service, processes, and management systems.

## Sex Therapy Certificate

The Sex Therapy certificate is designed to prepare graduate-level helping professionals complete the academic requirements needed to progress toward completing the required clinical hours to become a Certified Sex Therapist via the American Association of Sexuality Educators, Counselors, and Therapists (AASECT). The certification in sex therapy is designed for graduate-level helping professions in areas such as marriage and family therapy, clinical mental health counseling, vocational rehabilitation, psychology, pastoral counseling, psychiatric nursing to increase their knowledge and skill sets to provide the best-practice therapy for clients with issues related to sexuality and gender.

## Required Courses

- HDFS-730 Advanced Human Sexuality
- HDFS-731 Sexual and Gender Diversity
- MFT-732 Sexual Attitude Reassessment
- MFT-733 Advanced Sex Therapy

## Supply Chain Management Certificate

The Supply Chain Management certificate provides students with expertise to assume, concurrently with other technical and professional responsibilities, the management of components within their supply chain. Course work coincides with American Production and Inventory Control Society objectives for its certification examination.

## Required Courses

### **INMGT-505 Resource Planning and Materials Management**

3 cr.

Repeatable for Credit: No

Principles and techniques for planning and managing materials and resources within organizations and throughout a supply chain. Topics covered include resource and material planning, forecasting, master planning, materials requirements planning, capacity management, purchasing, inventory management, distribution options, supply chain management, and various operational management techniques.

### **INMGT-605 Resource Planning and Materials Management Practicum**

3 cr.

Repeatable for Credit: No

Provides students with specific skills in managerial techniques for planning, scheduling and controlling resources in manufacturing and service organizations. This course focuses on the first two of the five required APICS exams that lead to certification as a Certified in Production and Inventory Manager (CPIM).

### **INMGT-520 Quality Tools**

3 cr.

Repeatable for Credit: No

Practical and statistical quality control in design and use of Quality Assurance Programs: Quality Engineering, Manufacturing Quality Assurance and Product Quality Assurance.

- BUSCM 637 Procurement, Sourcing and Supply chain Management (3.00 cr.)

### **INMGT-525 Quality Management**



3 cr.

Repeatable for Credit: No

Provides the managerial and technical knowledge necessary to prepare, document, manage, and evaluate quality systems from beginning design through system operation and post-delivery customer services within a product or service environment.

## **BUSCM-538 Principles of Logistics**

3 cr.

Repeatable for Credit: No

Applies systems approach to plan movement and storage of raw materials, components and finished goods from point of origin to point of consumption. Focuses on transportation and warehousing decisions, channel structures, physical distribution, materials management, and supply chain concepts.

## **Selectives**

*Select at least 5 credits from the list of courses supplied by the department.*

## **Sustainable Enterprise Management Certificate**

The Sustainable Enterprise Management professional development certificate focuses on the relevant and applicable knowledge needed to assist organizations to be profitable while contributing to environmental sustainability and social responsibility.

### **Required Courses**

The certificate is designed to provide a professional learning experience for individuals interested in expanding their expertise in sustainable business. The 15 credit certificate includes the following courses:

- SMGT-230 Triple Bottom Line Accounting for Managers (3.00 cr.)
- SMGT-235 Economics in Society and Sustainability (3.00 cr.)
- SMGT-331 Sustainable Organizational Finance (3.00 cr.)
- SMGT-355 Management and Environmental Information Systems (3.00 cr.) *or*
- SMGT-350 Operations Management and Sustainability (3.00 cr.)
- SMGT-430 International Management for a Sustainable World (3.00 cr.)

## **Sustainable Management Science Certificate**

The Sustainable Management Science Certificate focuses on improving sustainability in the workplace and strengthening the larger community through increased environmental awareness, productivity, and efficiencies. The certificate is designed to provide a professional learning experience for individuals interested in expanding their expertise in areas such as energy, waste management and natural resource management.

### **Required Courses**

The 12 credit certificate includes the following courses:

- SMGT-310 Ecology for Sustainable Management (3.00 cr.)
- SMGT-315 Global Environmental Chemistry (3.00 cr.)
- SMGT-320 Energy for Sustainable Management (3.00 cr.)
- SMGT-325 Natural Resource Management (3.00 cr.)

## Training Design, Development and Evaluation Certificate

The certificate in Training Design, Development and Evaluation prepares professionals for expertise in training and development management. Students develop relevant knowledge and application of instructional system design models in order to expertly analyze training models, determine appropriate training methods and techniques, and evaluate training systems. Graduates with this certificate fulfill the rapidly growing industry need for prepared training and development managers.

### Required Courses

Three courses totaling nine credits are needed to complete the certificate.

#### ICT-710 Learning Technologies

3 cr.

Repeatable for Credit: No

Overview and selection criteria of instructor-led, computer-based, and distance learning systems for delivering content to trainees in the workplace. Includes the development of training materials in a variety of formats.

#### TRHRD-730 Systematic Training Design and Development

3 cr.

Repeatable for Credit: No

Systematic approach to the design and development of training in a business context, including analyzing performance problems, conducting training needs assessment, work behavior analysis, writing training performance objectives, and selecting appropriate training methods and techniques.

*Prerequisites: take TRHRD-560*

#### TRHRD-731 Systematic Training Measurement and Evaluation

3 cr.

Repeatable for Credit: No

Systematic approach to the measurement and evaluation of training in business. Knowledge and understanding of training measurement and evaluation models by applying statistical concepts, measuring and analyzing data, and developing formative and summative evaluation instruments. Design of evaluation proposals, apply evaluation methods at four evaluation levels.

*Prerequisite: take TRHRD-730*

## Web Technology Certificate

The certificate provides participants with the knowledge needed to have a broad understanding of how to plan, develop, implement and evaluate standards based websites and strategies for their success. Professionals develop relevant understanding and use of information and communication technologies to increase the probability that the targeted end users are able to find and access the information or services they are seeking, and organizations are able to track the use and performance of their content through actionable data.

## Required Courses

### **ICT-511 Information and Communication Technologies Analytics**

3 cr.

Repeatable for Credit: No

Determine the value of electronic information and communications, developing metrics, determining return on investment on information and communication technologies.

### **ICT-575 Web Production and Distribution**

3 cr.

Repeatable for Credit: No

Production and distribution of content to the World Wide Web. Consideration given to basic information architecture, standards, best practices, technologies, planning, implementation, management and distribution of digital content.

### **ICT-675 Dynamic Web Technologies**

3 cr.

Repeatable for Credit: No

Contemporary applications of technologies affecting adaptive user-centered web development as pertaining to content, presentation, scripting, variable data, markup languages, information architecture and analytics.

*Prerequisite: take ICT-575*

### **ICT-685 Search Engine Optimization**

3 cr.

Repeatable for Credit: No

Contemporary application of strategies and technology related to the improvement of placement in search engine and other relevant search results.

## **Women and Gender Studies Certificate**

This certificate introduces students to concepts crucial to the study and application of knowledge in the field of women and gender studies as they enter a highly competitive job market. Certificate recipients will be able to apply and articulate interdisciplinary knowledge specific to women and gender studies such as social construction of gender in relation to such factors as race, ethnicity, class, sexuality, disability, and age.

## Required Courses

- WGS-210 Introduction to Women Studies (3.00 cr.)
- HIS-321 U.S. Women's History (3.00 cr.)
- SOC-275 Sociology of Gender Roles (3.00 cr.)
- ANTH-356 Women in Cross Cultural Perspectives (3.00 cr.)

# Glossary of Academic Terms

## Academic Probation

A condition of attendance under which students are allowed to remain at the university with the understanding that they meet set academic standards within a set period of time. Failure to meet the standard results in dismissal from the university.

## Add and Drop

The process of changing a course schedule by dropping or adding a course during the prescribed time at the beginning of each semester.

## Audit

Students register and attend class, but do not take examinations. No credit hours are earned, and the cost of the class is less than regular tuition. "AU" will appear on the grade record.

## Bachelor's Degree

The degree received after completing a specific program of undergraduate study and fulfilling all graduation requirements.

## Certification

A recognition of professional achievement bestowed by an outside organization.

## College

An administrative division of the university housing academic departments, degree programs and other administrative units. At UW-Stout these are: Arts, Communication, Humanities and Social Sciences; Education, Hospitality, Health and Human Sciences; and Science, Technology, Engineering, Mathematics Management.

## Concentration

A component within a degree program that examines a selected area of the student's chosen professional field in greater detail. A concentration may be part of the university's planned offerings or designed by the student.

## Corequisite

A course that must be taken at the same time as another course.

## Credit Hour

UW-Stout defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates: [1] At least 750 minutes of classroom or direct faculty instruction and a minimum of 1,500 minutes of out-of-class student work for one semester credit hour, or the equivalent amount of work over a different amount of time (e.g. compressed courses); or [2] At least an equivalent amount of work as required in part one [1] of this definition for other academic activities as established by UW-Stout, including distance education, online, hybrid, or other indirect faculty instruction, laboratory work, internships, co-op experiences, studio work, and other academic work leading to the award of credit hours. This definition of the semester credit hour applies to all academic credit bearing activities at all levels (graduate and undergraduate).

## Credit Load

The number of credits a student registers for during a semester.

## Degree Program

A planned program of study leading to a degree.

## Degree-Seeking Student

A student who has been admitted to a degree program and is seeking degree.

## Disadvantaged

Deprived of basic social rights and security through poverty, discrimination, or other unfavorable circumstances.

## Educationally Disadvantaged

Deprived of a socially adequate education through poverty, discrimination, or other unfavorable circumstances.

## Emphasis

A designated group of courses within a degree program that affords increased exposure to a specific area in the student's chosen professional field.

## Full Time Student

A graduate student who enrolls for at least nine credits during the fall or spring semester.

## Good Standing

Maintaining an academic record that meets UW-Stout's requirements; eligible to continue at or return to the university, or to transfer to another institution.

**Grade Point**

The numerical value given to letter grades, based on an "A" receiving four points, a "B" three points, and so on.

**Grade Point Average (GPA)**

The numerical value assigned to a student's scholastic average, computed by dividing the total grade points by the total credit hours attempted.

**Grant**

Financial assistance that does not have to be repaid.

**Hold**

A barrier placed on a student's ability to register for classes or receive transcripts as a result of unpaid monetary obligation or other action by the university.

**Incomplete**

The grade assigned only if a student is temporarily unable to complete course requirements because of unusual circumstances.

**Independent Study**

A course of study designed by a student and undertaken outside the classroom, under the supervision of one or more faculty.

**Interdisciplinary**

Drawing on two or more disciplines in a single course or program.

**Internship**

Work in a company or agency related to a student's degree program and career plans, usually for academic credit and often also for payment.

**Major**

A planned program of study leading to a degree. Term is often used interchangeably with degree program.

**Major studies**

A component within a degree program that provides fundamental education for a particular career discipline.

**Practicum**

Directed work experience related to a program of study.

**Prerequisite**

A course or experience that must be successfully completed before enrollment in a designated course.

**Professional Development Certificate**

An alternative academic credential for individuals seeking to obtain new knowledge and skills or to update their knowledge and skills in a specific area.

**Professional Electives**

Required credits that are not prescribed by the program by designation of a specific course, but that are professional and specific in their content as they pertain to the major.

**Registration**

The process of enrolling in and paying for courses each semester.

**Selectives**

A group of courses from which a student must choose a prescribed number of credits to meet a program requirement.

**Semester**

A unit of time, generally 16 weeks long, in the academic calendar.

**Special Student/Non-Program Student**

A nondegree-seeking student who holds a bachelor's degree and enrolls in graduate courses for credit.

**Transcript**

An official copy of a student's permanent academic record.

**Transfer Credit**

Academic credit earned at another accredited institution and accepted toward a UW-Stout degree.

**Tuition**

The amount of money that must be paid for a course.

# Archived Bulletins

## Bulletins prior to 2014

- [University Archives](#)

## The University

### UW-Stout

UW-Stout is one of 13 publicly supported universities in the University of Wisconsin System. It was founded as a private institution in 1891 by [James Huff Stout](#). A Menomonie industrialist and a man of great vision, he saw that students in America's developing industrial society needed a different kind of education, an education broader than that offered by traditional curriculum. Since its founding, UW-Stout has gained a position of national and international leadership in industry, commerce, education and human services. Its programs in those fields are among the finest in the world. Strong programs that relate to technology, vocation and society have also been established. Although UW-Stout is a career-oriented university, its leaders have had the foresight to make the humanities and social sciences key parts of the total educational program.

### UW-Stout's Special Mission

UW-Stout, as a special mission institution, serves a unique role in the University of Wisconsin System. UW-Stout is characterized by a distinctive array of programs leading to professional careers focused on the needs of society. The university offers undergraduate and graduate programs leading to professional careers in industry, commerce, education and human services through the study of technology, applied mathematics and science, art, business, industrial management, human behavior, family and consumer sciences, and manufacturing-related engineering and technologies. These programs are presented through an approach to learning which involves integration of theory, practice and experimentation. Extending UW-Stout's mission into the future requires that instruction, research and public service programs be adapted and modified as the needs of society change.

Learn more about UW-Stout's [Mission, Vision and Values](#).

### Wisconsin's Polytechnic University

University of Wisconsin-Stout is a comprehensive, career-focused [polytechnic university](#) where students, faculty and staff use applied learning, scientific theory and research to solve real-world problems, grow the state economy and serve society. Our tenets:

**Career Focus:** A polytechnic university offers a comprehensive curriculum that prepares graduates for professional careers.

**Applied Learning:** A polytechnic university blends theory with practice to produce innovative solutions to real world problems.

**Collaboration:** A polytechnic university works closely with business, industry and other educational institutions to benefit students and grow the economy.

### Recognized Quality

In 2001, UW-Stout became the first university in the nation to receive the [Malcolm Baldrige National Quality Award](#), America's highest honor for performance excellence and quality achievement.

The university's mission driven, market smart focus promotes collaborative leadership and an inclusive strategic planning process. Baldrige Award criteria are used by organizations worldwide. Winning organizations become quality advocates, informing thousands about the criteria benefits, including better employee relations, higher productivity and greater customer satisfaction.

# Research

Research and scholarship by faculty and staff are encouraged to constantly add to the bodies of knowledge on which degree programs are based. Research Services supports faculty and staff in research and program activities. From the initial submission of institutional review board materials, to budgeting and dissemination nationally and internationally, Research Services offers consultation and funding opportunities.

Learn more in person at 152 Vocational Rehabilitation Bldg., by phone at 715/232-1126, or online at the [Research Services](#) website.

# The Faculty

UW-Stout has a specialized faculty comprised of individuals nationally and internationally recognized in their respective fields. Classes are taught and research projects coordinated by highly qualified professionals. The graduate faculty is composed of approximately 281 members. Of these, 147 hold earned doctorate degrees, while others hold specialized degrees in their respective fields. One of the fine traditions at UW-Stout has been the faculty and staff commitment to provide extra help in one-on-one situations to students.

# Facilities

Modern and well-equipped facilities mark UW-Stout's 125-acre campus. We are proud of our laboratory-intensive programs.

Located in the center of the city of Menomonie, adjacent to the downtown business district and Lake Menomin, UW-Stout offers an attractive, convenient and accessible campus setting.

# Academic Year

The academic year is composed of two semesters, which are further divided into two nine-week quarters. The designation of a quarter represents one-half a semester and should not be confused with the quarter system used at other universities. Courses scheduled on the quarter basis meet twice as often each week as courses scheduled on the semester basis. Credit hours are awarded on a semester credit hour basis for courses scheduled on either basis. (See Load Limit for additional information.)

# Summer Session

UW-Stout conducts a 10-week summer session with classes varying in length and delivery format. You may earn up to 10 credits during the 10 weeks of summer session. We encourage you to register for classes in April and May. Complete information about class schedules, enrollment procedures, degree programs and housing is available on the [Summer Session](#) website.

# WinTerM

UW-Stout conducts a winter session between first and second semesters with credit-bearing classes varying in length and delivery format. Complete information about courses and enrollment procedures is available on the [WinTerM](#) website.

# Customized Instruction/UW-Stout Online

Customized instruction is specialized educational programming designed for a specific population and delivered in a nontraditional manner. These courses and programs are primarily offered online, after hours or away from campus. The customized aspects of these programs include populations served, assurance of course delivery, delivery methods, and delivery times and dates. These programs are not intended for regular, residential students.

UW-Stout Online serves the needs of customized instruction students, instructors and programs by coordinating programs and services that lead to online access for programs offered at a distance, reaching populations on a global level. The office facilitates comprehensive support services for undergraduate and graduate degree programs; individual courses; online professional development for educators; certificates; certifications; and

credit outreach programs.

Additional information about customized instruction offerings is available on the [Stout Online](#) website.

## The Co-op/Intern Program

Some degree programs require a co-op/intern experience, and it is a valuable option in many others. It provides an opportunity to work with professionals in your career area, before you graduate.

The program director approves a published job description before you begin the experience. You are awarded credit based on the length of the experience, the responsibilities given you, and the goals and objectives you carry into the job. Grades and credits are awarded by a university mentor. A co-op or internship can be as short as one summer, or can last for a combination of semesters. For more information, contact Career Services (Room 103, Administration Building, 715/232-1601) or on the [Career Services](#) website.

## International Education

UW-Stout is committed to international education and the exchange of ideas and cultures among students, faculty and the community. The university welcomes international students and encourages study abroad. Many of Stout's majors lead to careers that require an understanding of people and cultures in the global community.

Students from more than 35 nations attend UW-Stout each year. More than half of the international student body at UW-Stout pursues graduate degrees.

Office of International Education International programs and student activities are coordinated through the Office of International Education (715/232-2132). This office coordinates all overseas involvement and provides overseas opportunities for students, faculty and staff. Learn more at the [Office of International Education](#) website.

## International Student Services

The special needs of international students are met through professional and referral services provided by the Office of International Education. These services include confidential personal counseling on immigration matters, financial matters, academic questions, social customs and personal concerns. Other services that promote cross-cultural understanding include new student orientation, problem solving and liaison activities in the university and Menomonie area community. Learn more at the [International Student Services](#) website.

## The Graduate School

## Graduate Administration

The Graduate School at UW-Stout is fully accredited by the North Central Association of Colleges and Secondary Schools (NCA) to offer work at the master's, education specialist and doctoral levels. UW-Stout is an institutional member in the Midwest Association of Graduate Schools.

The Graduate School, a unit of the division of Academic and Student Affairs, provides oversight for graduate education at the university. The Graduate School administers graduate admissions, records, policies and other procedures relating to graduate students. The Graduate School includes, in addition to its administrative personnel, the Graduate Office, which provides services to graduate students and program directors. You can find the organizational structure at the [Graduate School](#) website.

The Graduate Education Committee establishes Graduate Policy. The Graduate Education Committee consists of 13 voting members, 11 graduate faculty, one academic staff member and one graduate student, and three non-voting ex-officio members as follows: Eleven Graduate Faculty members apportioned between the colleges based on the number of graduate programs within the college, but not less than one member from each college. Additionally, at least one alternate Graduate Faculty member elected from each college. The graduate faculty members of each college elect their representatives. Also, one academic staff member and one alternate elected by the Senate of Academic Staff, as well as one graduate student member elected by the Stout Student Association, one ex-officio Graduate Studies Coordinator, one ex-officio member from the University Library, and one ex-officio member from the Provost's Office.



# Graduate Program Websites

Program websites provide current information about UW-Stout's graduate offerings. Readers will find contact information for program directors, application information and forms, information about faculty and facilities, and answers to frequently asked questions.

- [Graduate Programs](#)

## Admission

### Eligibility for Admission

A person who has a bachelor's or higher degree, awarded by an accredited institution of higher education, may apply for admission. Such accreditation is usually granted by a regional accrediting agency recognized by the United States Department of Education, the Council on Postsecondary Accreditation or, in selected cases, an agency judged appropriate by the admissions examiner.

An applicant for a master's program must have been awarded a bachelor's degree or equivalent. A program or combination of programs in higher education encompassing a period of study of at least four academic years which leads to the award of a diploma or certificate may be judged by the program director and the director of the Office of Graduate Studies to be equivalent to a bachelor's degree.

An applicant for an education specialist program or doctoral must have been awarded a master's degree.

**Note:** Non-degree seeking students should refer to the section on non-program enrollment. Current UW-Stout undergraduate students should refer to the section on Dual Level Admission.

### Application for Admission

Persons seeking admission to a graduate program or a graduate certification program must submit a properly completed application form to the Graduate Office 30 days before the expected term of enrollment, or by the deadline date established for a given program. Individual graduate programs may have additional requirements (refer to the [Graduate School](#) website for the program you are applying to).

Applicants need to submit one official transcript that shows the bachelor's degree awarded plus all transcripts of any graduate work attempted or completed. If the undergraduate transcript shows grades for less than 55 semester credits, then transcripts from all other institutions attended for the degree will be required. The applicant must request the official transcripts and we can accept transcripts that are sent via a secure server to [gradschool@uwstout.edu](mailto:gradschool@uwstout.edu). An applicant may submit an official transcript providing it bears no restrictive statement. UW-Stout transcripts need not be requested. An applicant applying prior to being awarded a degree must submit a transcript which shows work through all but the last term. Such applications are subject to reevaluation based upon the final transcript. In rare cases, an applicant may submit an attested copy of a transcript. A non-refundable fee is required.

All applicants from countries in which English is not the official language of instruction must take the Test of English as a Foreign Language (TOEFL) or IELTS and have the scores sent to the Graduate Office, or have successfully completed an English as a Second Language Program which has been formally recognized by this university. The minimum acceptable scores are as follows: IELTS: 6.5, TOEFL: 79 [iBT (composite)], 550 (paper-based). Applicants with TOEFL scores of 75 to 78 [iBT (composite)], 533 to 549 (paper-based) will be considered for admission and required to take at least one graduate level writing and research course through UW-Stout's ESL program. A newly admitted or current student with a score of 79 (iBT) or greater or 550 or greater (paper-based) could be recommended for a language course by the program director. Individual programs may have higher minimums or standards required; refer to the program website for the most current requirements. Individual master's degree programs can set higher standards for proof of English proficiency. International students must show that adequate financial support exists for the planned period of study by filing a Declaration of Finances form found [online](#) along with supporting bank verification. In addition, students supported by a government agency must present written evidence of approval by that agency for the program requested.

All international applicants who earn their degree outside of the United States must submit a credential evaluation report from a member of the National Association of Credential Evaluation Services (NACES).

Some programs have specific time frames for application. Program application dates are posted [online](#).

### Evaluation of Admission Criteria

Applicants are evaluated on the basis of previous degree work, scholastic achievement, appropriateness of educational background and the relevancy of work experience.

Grade point averages will usually be identified on the transcripts submitted by the degree-granting institution. In cases where the applicant attended more than one institution and less than 55 credits were awarded by the degree-granting institution, or where a grading system other than the following was used, the overall grade point average will be calculated by the graduate student evaluator.

## Grading System Used to Evaluate Transcripts

Undergraduate Work			Graduate Work		
Grade	Point	Description	Grade	Points	Descriptions
A	4.00	Excellent	A	4.00	Exceptional
A-	3.67		A-	3.67	
B+	3.33		B+	3.33	
B	3.00	Very Good	B	3.00	Satisfactory
B-	2.67		B-	2.67	
C+	2.33		C+	2.33	
C	2.00	Average	C	2.00	Marginal
C-	1.67				
D+	2.33				
D	2.00	Passing	D	1.00	Unsatisfactory
D-	0.67				
F	0.00	Failure	F	0.00	Failure

The appropriateness of course work taken will be evaluated by the program director(s) in relation to the optimum background specified for the program(s) requested. Educational deficiencies may necessitate additional undergraduate and/or graduate work.

Where applicable, work experience will be reviewed by program directors in the evaluation process. Lack of relevant work experience may lead to denial of admission.

An applicant may be denied admission on the basis of any one or any combination of the following: absence of a degree from an accredited institution, low grade point average, inappropriate educational background, insufficient relevant work experience, a TOEFL score below the minimum required, or enrollment limitations.

## Admission Status

Admission may be full or probationary.

**Full Status** An applicant fulfilling the specified requirements for educational background and work experience may be granted full admission provided that the following grade point averages were attained. The general requirement for full admission is a 2.75 grade point average overall, or 2.90 grade point average on a minimum of the last 55 semester credits attempted. A grade point average of 3.25 on master's degree and other graduate work is required for full admission to an Ed.S. and doctoral programs. However, individual graduate programs may require a higher grade point average. Check the program requirements listed on the [program website](#).

**Probationary Status** An applicant for a master's program may be granted probationary admission with an undergraduate grade point average of less than 2.75. It should be noted that education programs may require an absolute minimum grade point average of 2.75 for admission if the applicant seeks certification. Applicants accepted for an Ed.S. program may be granted probationary admission with a grade point average ranging from 3.0 to 3.25 on the master's degree and other graduate work. Check specific program requirements listed on the [program website](#).

Many programs offer conditional admission pending proof of English proficiencies prior to the term of admission.

Each applicant generally will be informed of admission or denial within 30 days of the receipt of all required materials. Applicants to programs with priority or deadline dates will be notified about 30 days after the priority date has passed.

Admission is granted for one term. Admitted applicants who do not enroll within that term must update their application with the Graduate School Office for consideration of admission to the next available term. Persons wishing to delay their enrollment for a year or longer must reapply. Reapplication within three years may not require repayment of the application fee.

A student may change programs, or may change from nondegree seeking to a program classification by completing the Application for Admission. All admission requirements must be fulfilled to effect the change.

## Dual Level Admission

Undergraduate UW-Stout students or for those who will be pursuing a graduate degree at UW-Stout as stipulated by an institutional agreement, may apply for admission to a master's degree program, or enroll as a special student and take graduate courses, provided that they are within 30 credits and one year of obtaining their bachelor's degree, and must have a minimum grade point average of 2.75 on the undergraduate record on the date of enrollment. Dual level students may earn no more than nine graduate credits while under this status. They may enroll for no more than six graduate credits in a semester and no more than three graduate credits during the summer session. The applicant must submit a Dual Level Enrollment status form, in addition to the other application materials, to the Graduate School. A student admitted on dual level who is not awarded the undergraduate degree at the end of the specified term, will be dropped from the Graduate School without loss of graduate credit. Upon subsequent receipt of the degree, the student may reapply for admission. Dual level credit limit is governed by the Graduate Load Limit policy.

Graduate UW-Stout students may be admitted to an Ed.S. program providing that the master's degree will be awarded at the end of the term in which Ed.S. work is taken and that the graduate grade point average is at least 3.25 at the time of application. The Dual Level Enrollment status form must be submitted along with the other regular Ed.S. admission requirements. A student admitted on dual level status (M.S./Ed.S.) who is not awarded the master's degree at the end of the specified term, will be dropped from the Ed.S. program without loss of credit. Upon subsequent receipt of the master's degree, the student may reapply for admission to an Ed.S. program.

## Multiple Program Admission

A student may apply for and enroll in more than one master's program at a time. However, the program that will be completed first must be identified. Separate applications and accompanying materials are required for each.

## Second Master's Program

A graduate of a master's degree program may earn a second master's degree by meeting program requirements. Up to 15 credits may be applied from a previous master's degree to UW-Stout programs that require up to 45 credits for graduation. For UW-Stout programs that require more than 45 credits, up to one-third of the minimum credits required for graduation from the program may be from the previous master's degree. The seven year limit (2.1.7) does not apply to the credits from the previous master's degree. The second master's program must include a minimum of 15 credits from UW-Stout and must include any research requirement specified in the program.

Credits-in-common between a previously earned graduate degree and the Educational Doctorate: A student may submit an application to use credits earned from a previously completed graduate degree toward an Educational Doctorate provided that:

- a. The institution from the first graduate degree is accredited at the graduate level.
- b. The course is acceptable for graduate credit toward a graduate degree at the offering institution.
- c. The credit appears as a graduate course on the student's graduate transcript from the offering institution.
- d. The grade received was "B" (3.0) or higher.

Up to 9 credits may be applied from a previous graduate degree to a UW-Stout Educational Doctorate program. The Seven-Year limit does not apply to the credits from the previous graduate degree.

## Non-Degree Seeking (Special) Enrollment

To be eligible, an individual must hold a bachelor's degree from an accredited institution. Students who are in good standing in a degree program may request a change to non-degree seeking enrollment status. Individuals who have been dropped from a program are not eligible to pursue coursework as "special students." A student may request initial permission to enroll in graduate courses as a non-degree seeking (special) student

by completing the Graduate School Application available on the [Graduate School](#) website. Subsequent enrollment as a non-degree seeking "special" student does not require a new application for admission/enrollment but may require that the student update their records and should contact the Graduate School (715/232-2211). All students, including non-degree seeking enrolled students, are subject to Graduate School policies.

Non-degree seeking students are advised in pursuing their non-program work by the director, Office of Graduate Studies. Non-degree seeking students may enroll in any 500 or 600 level course, and most 700 level courses. Certain 700 level courses, such as research, practicum and internship, and all 800 and 900 level courses are restricted to program-enrolled students.

While there is no numerical limit on the number of total credits that can be taken as a non-degree seeking student, the number of such credits that can be applied to a degree program is limited to one-third of the minimum number of credits required for graduation in that program. Individual programs may set a lower limit for such credits, provided this lower limit has been approved through the official curriculum process. Completion of courses while enrolled as a non-degree seeking student does not guarantee admission into a specific degree program. If a non-program special student decides to enter a specific graduate program, the student must apply for admission into that program.

Typically, financial aid is not available for those enrolled as non-degree seeking students.

## Registration for Classes

Generally, graduate students may register for the Fall term in April, for the Spring term in October, and for the Summer Session in March. When registration for a term begins, online registration is available only prior to the start of a term. Prior to registering for each term, graduate students should consult with their program director regarding their course selection and program plan.

The class schedule contains listings for all UW-Stout course offerings. It is available online by selecting "Class Search" on the [UW-Stout](#) website. Those numbered 700 and greater are graduate-level only. Those numbered 500 and 600 have a counterpart undergraduate course number.

All policies affecting students in the areas of add and drop deadlines, class attendance, grading and other helpful information are available on the [Registration and Records Office](#) website.

## Current Address

Permanent home and local addresses are recorded in the university's student records system. Students are required to submit a valid address when they register and to keep the university apprised of any address changes. The local address, where you live while you are a student at UW-Stout is used for most university correspondence. Students may submit a change of address to the Registration and Records Office (109 Bowman Hall), or the Graduate School (First Bank and Trust Building, 200 Main Street East) anytime. You can also change your address [online](#) (requires intranet login). When changing your address, be sure to indicate whether you are changing your permanent, local or other address.

### Early Registration Online

All currently enrolled students may choose to register via Access Stout, UW-Stout's web-based student information system. Follow the instructions and links on the Access Stout page to complete the registration process.

## Tuition and Fees

## Fee Payment

All students are required to complete a Fee Payment Agreement. All Wisconsin residents are also required to provide information on their marital status.

You are expected to pay all charges according to the Fee Payment Agreement. For the list of tuition due dates, go to the [Student Business Office website](#).

The Fee Payment Agreement application is supplied online via Access Stout. Learn how to complete the agreement online at the Student Business Services website.

# Semester Costs

Undergraduate fees are set by the Board of Regents of the University of Wisconsin System and are subject to change. These fees incorporate tuition, segregated, textbook, and eStout. However, the schedule does not include special course fees charged in some courses. Students in the eStout program pay a per credit rate for tuition. All tuition and fees, room and food rates, and other charges are subject to change without notice. Tuition and fee information is online at the [Student Business Services website](#).

## Dual Level Students

Dual Level students (*eligible undergraduates carrying graduate work simultaneously*) pay the tuition and fees associated with the course, i.e. graduate tuition for graduate courses, and undergraduate tuition for undergraduate courses.

## Continuous Enrollment Fee

Students who have previously registered for all of the necessary coursework credits and research requirements on their approved program of study, but who have not completed their research project will be registered for continuous enrollment credit (TRDIS-700) each additional semester until degree completion. This applies to students who have previously received an Incomplete (I) or an In Progress (IP) grade. This will ensure that you have access to the library, laboratories, faculty and other benefits.

Continuous enrollment credits will not count toward the requirements for the degree. The fee for continuous enrollment of \$100 per term cannot be waived.

## Minnesota Students

If you are a Minnesota resident and a new student at UW-Stout, you must submit a reciprocity application to Minnesota. Approval takes up to four weeks. If approved for reciprocity, you will be charged at the Minnesota resident tuition rate. The State of Minnesota has indicated that "reciprocity benefits will not be granted retroactively" and that "each student is responsible for the application process." Therefore, each new student must submit a correct application before the last day of the semester. Apply early to avoid complications. Students that have been in attendance at UW-Stout and have earned credits during the previous academic year will automatically have reciprocity renewed by the State of Minnesota. Reciprocity applications are available online at [www.mheso.state.mn.us](http://www.mheso.state.mn.us).

## Auditing Classes

Wisconsin residents under age 60 may audit classes for 30 percent of the normal per credit academic fee. The normal per credit academic fee is waived for Wisconsin residents age 60 or older by the first day of class. The cost for non-residents is 50 percent of the normal per credit academic fee. The cost for Minnesota Reciprocity students is 30 percent of the normal per credit Minnesota Reciprocity fee.

## Refund on Fees

Withdrawal from semester courses generates refunds based on the refund schedule set by the Board of Regents of the University of Wisconsin System. The amount of a refund is determined by the session length of a course and the date of the withdrawal or drop. The refund schedule can be found on the [Student Business Services website](#). Refunds for room and food service charges are based on the date of withdrawal.

## Graduation Fee

At the beginning of the first term of graduate enrollment, student accounts will be charged a one time, non-refundable \$100 graduation fee. This fee pays for various costs, including final degree audit, diploma and cover, as well as other costs and accessories associated with the commencement exercises. Candidates will be assessed the fee regardless of commencement ceremony participation. The fee does not cover the cost of the cap and gown, which are available from the University Bookstore.

# Unpaid Obligations

Failure to meet financial obligations is a serious matter. Therefore, if you owe money to the university and fail to meet that obligation, financial penalties will be assessed and a hold will be placed on your account. You will not be allowed to register or receive transcripts until your delinquent accounts are paid in full.

# Withdrawal Fee

You will be charged a fee of \$50 for a first-week withdrawal, and \$100 for any withdrawal during the second week.

# Financial Assistance

## Financial Aid Office

The Financial Aid Office provides year round assistance to students and their families who are seeking resources to cover educational expenses.

Staff members will help answer any questions you have about the application process, what types of aid may be available, and how to maintain eligibility so you can make the best choices for your educational funding.

## Applying For Aid

Complete the Free Application for Federal Student Aid (FAFSA) at [fafsa.gov](https://fafsa.gov) every year to determine your eligibility for aid. Be sure to check with the Financial Aid Office or Self-Service in Access Stout to ensure you have completed all the necessary materials.

## Receiving Aid

After your FAFSA has been reviewed and processed by the Financial Aid Office, you will receive an email notifying that your award is available for you to view in Access Stout.

## Basic Types of Financial Aid

### Grants

Grants are funds provided by federal, state or private sources that do not need to be repaid, provided that the enrollment period is completed. Grants are awarded based on a financial need and federal guidelines. The Free Application for Federal Student Aid (FAFSA) must be completed to be considered for all federal and state grants unless otherwise stated.

### Scholarships

Scholarships vary in amount and criteria for award. Scholarships may be based on academic performance, financial need, program of study, year in school, or many other factors. Students are generally responsible for their application process.

# Stout University Foundation Scholarships

Stout University Foundation scholarships are awarded based on an overall student profile, including participation in academic organizations and other groups, students' interest areas or financial need. Awards range from \$250 to \$8,500. Scholarship applications are due the first Monday of February. The following list describes specific scholarship opportunities for freshmen. A full list of scholarships and an application are available online.

## Other Scholarship Opportunities

By investing a little time and energy, you can conduct your own scholarship search. The Financial Aid Office provides information on its [website](#) to help get you started.

## Federal Work Study

The Federal Work Study Program provides jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay educational expenses. Please note that these funds are typically used to pay for smaller expenses throughout the semester and will not be available to pay for tuition, housing and other charges due at the beginning of each term.

The maximum amount a student can earn while a work study student will be limited to the student's work study award. The awards are based on the student's need, timing of application, FAFSA information and fund limits.

## Loans

Loans are financial assistance that must be repaid. There are education loans available through the federal government and through private lenders. Each loan program has specific eligibility criteria, repayment, cancellation, and deferment conditions. The Free Application for Federal Student Aid (FAFSA) must be completed to be considered for all federal education loans.

In Access Stout you will need to respond to the financial aid awards given to you. You will accept or decline federal work study and loans. Grants will automatically be accepted for you.

If you accepted any loans, you will need to complete loan processing. You will have checklist items on your "To Do List" in Access Stout that will indicate you must complete Loan Entrance Counseling and sign a Master Promissory Note (MPN).

## Financial Aid Policies

## Students' Rights and Responsibilities

Students have a right to know:

- What financial aid is available, including federal, state and institutional aid
- That the information they give to the Financial Aid Office will be treated confidentially
- The cost of attendance and the policies for students who withdraw
- How their financial aid budget and financial need was determined (including how other resources affect their need)
- How their aid was calculated and awarded
- What types of aid they were awarded and the criteria used to award each financial aid program
- Which financial aid programs must be repaid and which do not
- They can have their financial need reviewed through the Re-evaluation process if their family circumstances have changed
- How satisfactory academic progress is determined and how it might affect their financial aid eligibility

Students have the responsibility to:

- Provide the Financial Aid Office with accurate information in a timely manner
- Provide any additional information requested for the processing of their financial aid file (such as Federal tax returns, verification worksheets, or other documentation)

- Read and understand all forms that they are asked to sign and keep a copy of such forms for their record
- Make satisfactory academic progress as determined by the Financial Aid Office
- Inform the Financial Aid Office of any additional financial aid they receive such as scholarships, outside grants, assistantship or other educational/tuition assistance
- Repay all loans according to the payment schedule. Students who default on a loan are not eligible for additional financial aid
- Perform their Federal Work-Study job in a satisfactory manner
- Know and comply with any refund procedures
- Inform the Financial Aid Office if their personal information changes such as:
  - Their permanent or local address
  - Their residency status
  - Their enrollment status (credit load)
  - Their classification (Undergraduate, graduate, second degree, special student)
  - Change in governmental benefits (veterans)

## Withdrawal and Return to Title IV (R2t4) Policy

Federal Title IV funds are awarded to a student under the assumption that he/she will attend school for the entire period for which the assistance is awarded. When a student withdraws from all of his/her courses, for any reason including medical withdrawals, he/she may no longer be eligible for the full amount of Title IV funds that he/she was originally scheduled to receive.

A student that withdraws from all courses prior to completing more than 60 percent of a semester may be required to repay a portion of the federal financial aid received for that term. A pro rata schedule is used to determine the amount of federal student aid funds the student will have earned at the time of the withdrawal.

The return of funds is based upon the concept that students earn their financial aid in proportion to the amount of time in which they are enrolled. Under this reasoning, a student who withdraws in the second week of classes has earned less of his/her financial aid than a student who withdraws in the seventh week. Once 60 percent of the semester is completed, a student is considered to have earned all of his financial aid and will not be required to return any funds.

The Student Business Services Office, in accordance with 34CFR Sec. 668.22 calculates the Return of Title IV Funds for any student receiving Title IV Aid and subsequently withdraws before the end of the enrollment period (i.e. term).

## Official Withdrawal

Students intending to officially withdraw should contact the Registration and Records Office. Students planning to enroll for the next semester will need to contact the Financial Aid Office to re-apply for financial aid for the following semester.

The official withdrawal date used to determine the return of funds calculation is maintained in the Registration and Records Office as well as within the PeopleSoft system. The "Student's Withdrawal Date" will be the date the student provides official notification of their intent to withdraw. The "Date of the Institution's Determination that the Student has Withdrawn" will be the date the Registration and Records office posts at the top of each Withdrawal list.

## Unofficial Withdrawal

The Financial Aid Office will assume that students that fail to earn a single grade in any of their classes for a term to have unofficially withdrawn. Students that receive all grades of "FS" "FN", "WU", "WS" or a combination will be considered to have unofficially withdrawn from the University. If all grades are "FN" (never attended) the student is ineligible for Title IV aid and all aid will be returned. The Financial Aid Office will process an R2T4 using the 50 percent point as the student's "Withdrawal Date".

The university has initiated a grading policy that will be used to distinguish between a student who earned a grade of "F" (awarded to students who complete the course but fail to achieve the course objectives) or a grade of "FS" (awarded to students who stopped attending) or "FN" (awarded to students who never attended). A student that earns at least one grade including an "F" grade will be considered to have completed the term and no R2T4 calculation would be required or performed.

## Satisfactory Academic Progress (SAP)



As a financial aid recipient, you are responsible to know there are limits to your eligibility to receive financial aid. You are reviewed for Satisfactory Academic Progress in three areas:

- Minimum grade point average
- Minimum credits completed (67 percent rule)
- Maximum time frame

In order to maintain financial aid eligibility students who fail any of the tests above will not be eligible for federal or state financial aid. This includes all federal and state grants, federal student loans and the federal work-study program.

## **Standard for Grade Point Average**

Undergraduate students (including transfer students and those seeking a second degree) are required to maintain at least a cumulative 2.0 grade point average (GPA) throughout their enrollment until degree completion.

## **Standard for Minimum Credits Completed**

You must successfully complete at least 67 percent of all the credits you attempt to remain eligible for financial aid. To determine if you are meeting the requirement, divide your cumulative completed credits by your cumulative attempted credits. For example, if you enrolled in 15 credits at the beginning of your first semester and only successfully complete nine of those credits (9 divided by 15 is 60 percent), you would not meet the SAP standards. Your "attempted credits" is the number of credits you were enrolled in on the tenth day of class each semester. In reviewing for minimum credits completed, a grade of "D-" or better is considered successful completion. Incomplete grades ("I" and "IP"), failing grades ("F," "FN" and "FS"), withdrawn grades ("W," "WS" and "WU"), unreported grades, "no credit," or "audit" grades are counted as attempted credits, but not as completed credits.

## **Standard for Maximum Time Frame**

You are eligible for financial aid up to 150 percent of the minimum credit requirement of your program. If you fail to complete your undergraduate degree within the 150 percent maximum time frame, you will not be eligible for further financial aid. For example, if your undergraduate program requires 120 credits, you would no longer be eligible for financial aid when you attempt more than 180 credits (120 x 150 percent = 180). "Attempted credits" are defined above. Credits transferred in are counted. If you add additional majors or minors than what is required for your degree or if you change your major, you are still held to the 150 percent maximum for financial aid eligibility. Transfer students who transfer in with 90 or more credits should consult with a financial aid counselor to determine future eligibility for financial aid. Special students (those who already have a bachelor's degree and are seeking a second degree) are eligible for financial aid for a maximum of 75 credits. If you fall in this category, you should confirm your aid eligibility with a Financial Aid Counselor.

## **UW System Code of Conduct**

UW-Stout participates in federal student loan programs. We also certify private loans for students who need to borrow beyond the federal loan limits. We abide by the UW Regent Code of Conduct related to student loan borrowing.

## **Graduate Assistantships**

Graduate assistantships provide stipends in return for a designated amount of professional service. Graduate teaching assistantships provide stipends in return for time spent teaching a laboratory or discussion session. Assistantships range from one-eighth time to one-half time. Graduate assistantships of one-third or more time may include a partial or full waiver of the non-resident portion of tuition. Non-resident tuition waivers are subject to availability of funds. Students with a waiver for two consecutive semesters, or a waiver for spring semester, may also receive the award of a tuition waiver for the regular summer session. A graduate assistant must carry a minimum of six credits per semester or three credits per summer session while on the assistantship. The maximum credit hour load may also be limited during the term of the assistantship. Graduate assistantships are controlled by the various departments, units and/or research grants of the university.

To become eligible for an assistantship, a student must be admitted to a graduate degree program (graduate special and dual level students are not eligible). Students who have made application for graduate assistantship, and have been admitted to the Graduate School, generally have the best opportunity to make their qualifications known to the various supervisors who employ graduate assistants. Detailed information on how to

view, search and apply for assistantships is available on the [Graduate School](#) website. Early application is essential. It is the responsibility of the student to make contact with the supervisor indicated on the list for more information on the positions and setting up an interview. The department offering the position makes a recommendation to Human Resources concerning the graduate assistant to be hired. Human Resources officially offers the position to the prospective applicant by sending them a written contract that should be signed and returned before work begins. An application is valid for one academic year.

Assistantships are normally filled on an academic year basis, although some assistantships can be for one semester only. A one-fourth time assistantship requires 10 hours work per week (320 hours per year).

## Program Plan

## Requirements of the Program Plan

Descriptions of program plans are found in this Graduate Bulletin. These descriptions are regulated by the governance procedures of UW-Stout. The individual student's program plan is initiated by the student, approved by the program director, and submitted to the graduate office along with the Degree Candidacy Approval form for final approval by the director, Office of Graduate Studies. The approved program plan must identify the year and term of the earliest credit that will be used to meet program requirements. The program plan is kept on file with the program director.

Master's programs require a minimum of 30 credits. Education Specialist programs require a minimum of 36 credits. Individual programs and/or certification may specify additional credits. Check the program requirements listed elsewhere in this bulletin.

Students will be held to the approved program plan on file in the graduate office at the pre-graduation checkout.

One-half of the minimum credits required for graduation must be in graduate only (700-800) courses.

## Independent Study

Students may design special topic courses independent of the curriculum. This option is open during any enrollment or course-add period. Summer Session enrollments are closed at the end of the fifth week of the eight-week session. Students may initiate the process by obtaining a [Graduate Independent Study Application](#) form online. The student selects a topic and completes the form. After a topic has been identified and approved by the appropriate department chair, a member of that department is appointed study coordinator. The independent study coordinator provides counsel and aid to the student in achieving the approved desired learning objectives. Credits are awarded on the basis of expending a minimum of 48 hours of effort for each credit and on an evaluation of the extent to which the stated objectives were met. Existing courses are not offered as independent study topics. Registration may take place after the application for independent study form has been approved by the Graduate School.

Students should consult in advance with their program director to find out whether the proposed independent study may be used in the degree program.

## Credit by Examination

Credit by examination is possible through "test-out" procedures developed by the various academic departments. Students must be enrolled during the test-out term and will be charged a test-out fee. A credit by examination form is to be completed by Program Directors or Department Chairs. If you wish to receive Credit by Exam, please contact your Program Director or Department Chair of the course for assistance. This form includes Graduate School approval and must be completed in order for a "test-out" to be recorded.

## Research Requirement

All programs require a research component which may or may not include a research paper or thesis. See the program descriptions for individual program requirements and options.

## Transfer Credit

Graduate credit earned at another graduate school may be considered toward the fulfillment of program requirements provided that:

- The institution is accredited at the graduate level.
- The course is offered for graduate credit and is applicable to a graduate program at the offering institution.
- It must appear as a graduate course on the student's graduate transcript from the offering institution.
- The grade received was "B" (3.0) or higher.

To be applied to program requirements, transfer credits must be approved by the program director using the Request to Transfer Credit form. The total of these is limited to one-third of the minimum required credits for graduation from the program. Said credits will be posted on the UW-Stout transcript when one copy of official transcript and a Request to Transfer form are filed in the Graduate Office. Only those credits to be used to meet program requirements will be transferred.

Credit may be transferred from those international institutions with which UW-Stout has entered into a formal transfer agreement. All other criteria listed here apply.

## Load Limit

Graduate students may take a maximum of 16 credits per semester or 10 credits per 10-week Summer Session. Credits taken through Stout Online, independent study, audit, internship, cooperative education or special topics are included in the maximum credit load. With the approval of the program director, a student may take a two-credit overload during a semester or a one-credit overload during the summer session. Credit Overload cards are available on the [Registration and Records](#) website. Any requests for loads greater than the permitted overloads will be referred to the Exceptions Committee. Exceptions forms are available on the [Graduate School](#) website.

## Seven Year Limit

All course work, including research used to meet program requirements, must be completed within the seven-year period prior to graduation.

## Program Progress

## Degree Candidacy

The Degree Candidacy Approval form initiates the process by which the Graduate School, in conjunction with the program director, attests to the appropriateness of the program plan and the potential of the student to obtain the related academic and professional competencies. Candidacy must be approved before the student applies to graduate. At the time of filing, the following conditions must exist:

- The student is on full academic standing.
- The student and program director will verify that the "expected outcomes of the graduate residency experience" have been met by signing the Degree Candidacy Approval form.
- A program plan has been approved by the program director.

The Degree Candidacy Approval form must be accompanied by the Approved Program Plan and an unofficial UW-Stout graduate transcript. If transfer credit is involved, the Request to Transfer Credit form and transcripts must be attached or on file in the Graduate Office. Degree candidacy requires the approval of the program director, and the Office of Graduate Studies Director.

## Meeting the Research Requirement

Individual programs have various options for meeting the research requirement.

The student initiates the process by which the research adviser is identified by filing the Appointment of Research Adviser/Chair and Committee form at the Graduate Office.

Research advisers must be members of the graduate faculty. A current listing may be obtained [online](#).

The completed research report (including the abstract) must be submitted to the Graduate School on or before the last day of the term in which graduation is expected. This submission should be made via email by either the student or the research adviser, with the other party being copied

on the submission email. Formatting requirements can be found on the Graduate Studies website [Research Guide](#) page (Templates tab).

All research advisers and graduate students whose research includes human subjects, must complete UW-Stout's [human subjects training](#) online before submitting any protocols to the Institutional Review Board (IRB) for review and approval. These changes are designed to bring UW-Stout into compliance with current federal regulations regarding research which involves human subjects. See the [Protection of Human Subjects in Research](#) page on the Research Services website for more information.

Once the training has been completed, students must complete the IRB Protocol request form (available [online](#)). Submit the completed form, including required signatures and other required materials, to Research Services, by emailing to [IRB@uwstout.edu](mailto:IRB@uwstout.edu).

The student's request will be reviewed by an IRB member within ten working days. If there are any corrections or modifications, the student should resubmit the request and it will be reviewed by an IRB member within ten working days. The request would go through the full IRB only if the reviewer suggests it and they meet once a month. Once a student's request has been approved, they may begin data collection.

## Graduation

Candidates must apply to graduate via Access Stout at the beginning of the term in which they expect to graduate. The Degree Candidacy Approval form must have been submitted prior to or at the time of applying to graduate.

To file, the candidate must be on full academic standing and must meet all program requirements as specified in the Graduate Bulletin at the time that the program plan was approved by the program director. The Graduate School and the program director will certify that all requirements have been met. The diploma will be mailed to the student two to three months after the end of the term of graduation. Candidates that require certification of graduation earlier may request a transcript from the Registration and Records Office. A candidate will be recorded as "graduated" at the end of the term in which all program requirements were completed, including the filing of the research report in the graduate office, and its approval by the director, Office of Graduate Studies.

Candidates may participate in the graduation ceremony if all requirements have been met except the filing of the research report. This assumes that the candidate has enrolled for the required research course where applicable. Students must understand, however, that they have not earned their degree until all program requirements have been met/completed.

## Academic Standing

### Review for Academic Standing

Each student will be reviewed for academic standing at the end of each term.

**Full Academic Standing** To maintain full academic standing, an accumulated grade point average of 3.0 for master's degree students, 3.25 for education specialist degree and educational doctorate students is required. If less than the minimum is attained, the student will be placed on probationary academic standing.

**Probationary Academic Standing** A student on probationary academic standing who attains the minimum accumulated grade point average will be removed from probationary status and accorded full academic standing. A student on probationary academic standing who fails to attain the minimum accumulated grade point average will be dropped from the university. Students with probationary academic standing cannot graduate from the program or university. The student must attain the minimum accumulated grade point average required by the Graduate School.

**Dropped** A student dropped from the university is not eligible to enroll for graduate credit unless readmitted to a graduate program.

Grade	Points	Description
A	4.00	Exceptional
A-	3.67	
B+	3.33	

B	3.00 *	Satisfactory graduate level work
B-	2.67	
C+	2.33	
C	2.00	Graduate work at a level worth credit, but of less quality than expected.
D	1.00	Graduate work at a level unacceptable for application to a graduate degree or certification program at UW-Stout.
F	0.00	Failure through coursework.
FN		Failure by never attending a course.
FS		Failure by stopped attending a course.
I		Incomplete
IP		In Progress
WS		Withdrawal Satisfactory
WU		Withdrawal Unsatisfactory
O		Outstanding - for approved courses only.
S		Satisfactory - for approved courses only.
U		Unsatisfactory - for approved courses only.
CR/NC		Credit/No Credit - for courses requested by student under the policy for CR/NC grading option.
W		Withdrawal from school assigned by Advisement Assistance Center personnel, or by Registrar to indicate a class was "never attended."
NG		Temporary grade used until official grade is submitted.
* The minimum cumulative grade point average required for an Education Specialist and Educational Doctorate degree program student is 3.25.		

## Pass/Fail

Graduate students are not allowed to use the pass/fail system for any courses to be used to meet program requirements or for any courses identified as deficiencies at admission.

## Incomplete - I

The grade "Incomplete" (I) may be given for failure to complete course work due to absence over which the student had no control. Incompletes not cleared within one year of the date of assignment, will be changed to an "F." To receive credit after that time, the student must re-register for the course.

## In Progress - IP

The grade "In Progress" (IP) may be given for research paper credits in cases where the student has been working on the problem, but requires more time to complete it. If the IP grade is not cleared within one year of assignment, the student must re-register for the course.

## Grade Point Average

All course work taken for graduate credit is counted in the calculation of the grade point average.

To maintain full academic standing, an accumulated grade point average of 3.0 for master's degree students and 3.25 for Ed.S. and Ed.D. students, is required. If less than the minimum is attained, the student will be placed on probationary academic standing.

Students may repeat a course, but all grade points earned for the course, no matter how many times it is taken, will be counted in the calculation of the grade point average.

A student on probationary academic standing who attains the minimum accumulated grade point average will be awarded full academic standing. A student on probationary academic standing who fails to attain the minimum accumulated grade point average will be dropped from the university.

A student dropped from the university is not eligible to enroll for graduate credit unless they reapply for admission, pay the application fee and are readmitted by approval of the Graduate School Exceptions Committee.

## **Teacher Education and Other Professional Education Programs**

### **Teacher Education**

Teacher preparation programs are affiliated through the School of Education, housed in the College of Education, Hospitality, Health and Human Sciences. Candidates can prepare to become education professionals in technical or community college settings or in PK-12 school settings. The School of Education and its programs are accredited by the Wisconsin Department of Public Instruction and the National Council for the Accreditation of Teacher Education. The School of Education serves as a resource center for students, schools and the general public.

Information about the School of Education and specific teacher education programs, minors and other subprograms can be found online at the [School of Education](#) website.

Pre-education is the initial designation for students interested in becoming a licensed teacher in a PK-12 educational setting. The UW-Stout School of Education Assessment System is designed so that candidate progress is reviewed at various points called benchmarks.

### **Certification**

Licensing agencies make periodic changes in requirements that may necessitate program changes. It is the student's responsibility to make certain they have the most current information about Wisconsin requirements from their adviser or program director. Certification requirements vary by state. UW-Stout programs are designed to meet the requirements in Wisconsin only. Students contemplating teaching certifications in another state are responsible for understanding the requirements in the state for which they wish to seek a teaching license.

### **Resources and Services**

### **Career Exploration**

Students who are unsure about their choice of major should visit the Advisement Center. It is a "one-stop" information center where you can learn more about yourself while exploring various career options and academic programs. Walk-in service as well as individual appointments with career counselors are available. The Advisement Center is located in Room 11 of Bowman Hall and is open from 8:00 a.m. to 4:30 p.m., Monday through Friday.

For more information, call 715/232-5306, or visit the [Career Exploration](#) web page.

### **Career Services**

Services for seniors, graduate students and alumni are provided by the Career Services Office (103 Administration Building, 715/232-1601). The goal of the office is to help each individual conduct an effective job search. Students are shown how to identify employment opportunities

and approach them with effective resumes/vitas, cover letters, phone calls, and interview skills to increase the chances of receiving interviews and job offers. Students are encouraged to create an account and use the services in CareerLink, attend group workshops or meet individually with a career services counselor. The office is open from 7:30 a.m. to 4:30 p.m. daily.

Additional information is available on the [Career Services](#) website.

## Child Care and Education

The School of Education's Child and Family Study Center provides comprehensive educational programming for children from six weeks to six years of age. The center is open from 7:30 a.m. to 5:30 p.m., Monday through Friday, in accordance with the university calendar. Academic year options include full day programs Monday through Friday or and a half-day 4K option. For more information about enrollment, contact the center at 715/232-1478, e-mail [cfsc@uwstout.edu](mailto:cfsc@uwstout.edu) or visit the [Child and Family Study Center](#) website.

## Counseling Center

The Counseling Center offers group, individual and couple's counseling; educational programs and workshops; self-help resources; and consultation to the campus community-with a mission of contributing to the intellectual, emotional and relational health and development of students. Counseling services are free of charge to students and all counseling records are kept strictly confidential and are not part of the university records.

For more information call 715/232-2468, visit the [Counseling Center](#) website, or stop by our office in 410 Bowman Hall.

## Disability Services

UW-Stout recognizes disability as an aspect of diversity. The Disability Services office serves as a resource to students, faculty, and staff and provides support to the entire campus. The mission of the office is to ensure that students with disabilities have equal access and opportunities to all programs and services on campus. If students with disabilities experience, or anticipate experiencing, barriers in the learning environment, they are encouraged to contact the Disability Services office. All means of access/accommodations are individualized.

For more information, call 715/232-2995, visit 206 Bowman Hall or go to the [Disability Services](#) website.

## Health Services

All registered UW-Stout students are eligible to receive care at the Student Health Services. The majority of the services are funded by the student health fee, which is included in the tuition and fee payment. Services offered are diagnosis and treatment of illnesses and injuries; diagnosis, medical treatment and collaborative care with counseling professionals for common mental health concerns; general, employment, travel and athletic physicals; preventative health screening; diagnosis and treatment for sexually transmitted infections; confidential HIV testing; laboratory testing; on site availability of common prescription medication and orthopedic supplies; immunizations/vaccines; tuberculin skin testing; and health education. Services are available during the academic year from 7:45 a.m. to 4:30 p.m., and during the WinTerM session from noon to 4:30 p.m., Monday-Friday. During the summer months, the clinic is closed; however, a health advice line, staffed by medical care personnel, is available.

If urgent care is needed during the hours that Student Health Services is closed, contact Red Cedar Medical Center at 715/235-9671 or Marshfield Clinic at 715/233-6400. All costs are the responsibility of the student.

Additional information about services, health insurance and other topics is available at the [Student Health Services](#) website.

## Learning and Information Technology Services

Learning and Information Technology (LIT) is a support organization dedicated to providing efficient and effective state-of-the-art learning and information technology solutions and services to students, faculty and staff for instruction, administration, and public service in support of the University's mission.

Learn more about services available to students at the [Learning and Information Technology Services](#) website.

# Off-Campus Housing

Graduate students who choose to live in off-campus housing may obtain information from a variety of sources. The Stout Student Association Office (118 Memorial Student Center, 715/232-2100) maintains an online list of [current off-campus housing](#). Other sources of local housing information are the Stoutonia and the Dunn County News. Graduate students planning to live off campus will find it useful to visit Menomonie to secure the type of housing desired.

All dining service options available to residence hall students may be contracted for separately by off-campus students. Learn more on the [Dining Services](#) website.

## Parking

Parking on university land is regulated throughout the entire year, including those times when school is not in session. Parking requires display of a permit or payment of a meter when hours of regulation are in effect. Hours of regulation are posted at the entrance to each parking lot. Call the Parking Services Office at 715/232-1792 to request a permit or to inquire about parking services.

Additional information is available at the [University Parking Services](#) website.

## Residence Halls and Dining Services

Coeducational residence halls provide accommodations for 2,900 undergraduate and graduate students. Students can indicate their preferences for a particular environment and roommate. One hall is designated for upperclassmen, graduate and nontraditional students, another offers year round accommodations. Some single rooms are available during the academic year. During summer sessions, students are assigned single rooms unless a specific roommate is requested. To obtain a contract for the academic year, visit our [website](#), or send an e-mail to [housing@uwstout.edu](mailto:housing@uwstout.edu) and one will be put mailed to you. Summer housing requests can be made online as well. The Housing and Residence Life Office can also be reached at 715/232-1121.

Student rooms are carpeted and furnished with a microwave oven, refrigerator, two single beds, dressers, bookcases, desks and study chairs. The rooms are approximately 11 feet by 15 feet. Coffee makers, hot pots and popcorn poppers with unexposed elements are permitted in student rooms. Network access in the room is available via a network card. Cable TV is provided as well as local phone service, you must provide your own phone. Residence basements provide access to personal computers with laser printers, a laundry room, television room, kitchenette, study rooms and a game room. There are eight weight rooms and two saunas located in the residence halls. The reception desks offer many services and a variety of equipment including tools, vacuum cleaners, cooking equipment, movies, and sports equipment. More information, including current rates is available on the [University Housing](#) website.

Students who live on campus during the academic year choose a dining service plan from a variety of options. Information is available on the [University Dining Services](#) website.

## Learning and Information Technology Services

Learning and Information Technology (LIT) is a support organization dedicated to providing efficient and effective state-of-the-art learning and information technology solutions and services to students, faculty, and staff for instruction, administration, and public service in support of the University's mission. Learn more about services available to students at the [Learning and Information Technology Services](#) website.

## Textbooks

Some textbooks and other required resources for your classes are available for loan at this service. Instructional Resources Service (IRS) is located on the west side, second floor, of the Robert S. Swanson Library and Learning Center. Required resources may be checked out and are due the last day of the class. If you have any questions or need assistance, feel free to stop in or call 715/232-2492. Additional information is available on the [Instructional Resources Service](#) website.

## Memorial Student Center

The Memorial Student Center is a welcoming gathering place for students, faculty, staff administration, alumni and guests to gather, study, dine,



play and relax. It is a place to get to know and understand one another. Since you'll spend three quarters of your time outside of the classroom, extracurricular and co-curricular activities that contribute to intellectual, professional and personal growth can be a valuable partner to academics. Our staff is dedicated to making your out of classroom experience a valuable part of your education.

The student center is conveniently located at 302 10th Avenue, a major crossroad of the campus. You are invited and encouraged to use the facility, services, programs and activities offered by the Memorial Student Center.

For more information about our services, call 715/232-1431 or visit the [Memorial Student Center](#) website.

## The Involvement and Leadership Center

The Involvement Center, located in the Memorial Student Center, fosters a supportive environment that encourages and challenges students to become fully engaged in and enjoy campus life, to seek learning outside of the classroom and to prepare themselves as contributing citizens.

- **Student Organizations** You may choose from approximately 165 student organizations and a myriad of activities on campus, in areas as diverse as music, service, journalism, religion and politics. Student organizations help students continually develop their skills interests. A [list of student organizations](#) is online.
- **Involvement and Leadership** provides significant learning experiences for students through meaningful service and leadership activities that benefit our community. Learn more at the [Involvement Center](#) website.

University Recreation is a great way for you to stay active, develop friendships and learn lifetime skills while attending UW-Stout. If you are into playing sports, rock climbing, strength training, kayaking and cardio classes, then look no further - University Recreation has it all.

You can be active in the following programs:

- **Intramural Sports** will let you exercise your competitive spirit. Join a team or create your own and challenge the rest of the university in the sport you love most. Organized leagues with tournament play and officiating allows for an exciting athletic environment.
- The **Health and Fitness Center** offers a state-of-the-art facility along with group fitness classes taught by instructors. If you need a little motivation or guidance, our knowledgeable staff of personal trainers is always available to help out. A 25-yard swimming pool is available for recreational use. This is a chance to achieve peak physical fitness.
- **Stout Adventures** will take you to the backcountry, up high on a rock face, or down a scenic waterway. Discover your sense of adventure and explore the wilderness around you. Those who enjoy climbing can take advantage of two 30-foot indoor climbing walls. Memberships are available to all students. Stout Adventures also facilitates an outdoor Adventure Challenge Course which consists of two 50-foot towers and nine low initiatives designed to challenge groups or individuals.
- **Sport Clubs** are another great way to show your competitive spirit, with up to 26 clubs to choose from. These sport clubs have been formed by individuals who are motivated by a common interest and desire to participate in a recreational activity. Many clubs compete regionally and nationally.

If you are looking for student employment, University Recreation employs 120 students yearly from intramural sports officials and lifeguards, to group fitness instructors, and adventure challenge course facilitators. Learn more at the [University Recreation](#) website or call 715/232-1392.

## University Library

The University Library has a collection of more than a million items, including online full-text resources, videos, periodicals, and books. Access is available to more than 35 million items through Resource Sharing from other UW libraries.

The library has specialized equipment for printing, scanning, and e-portfolio work. Equipment is available for checkout including digital cameras, tripods, microphones, digital projectors, laptop chargers, and a variety of other electronic equipment and cords. More than 40 desktop computers are on hand in the Library. The library provides an inviting atmosphere for study and contemplation. A food cart is available in the lobby during the academic year. Lounge furniture, quiet study spaces and group study rooms with large display screens are available throughout the library. The library is open 94 hours per week during the semesters. Staff are available to assist users in their research and information needs.

The Library also hosts the GIS lab and the Gaming and Digital Innovation Lab for campus.

More information is available on the [University Library](#) website.

# Veterans Services

The Veteran Services office provides assistance to veterans, military service members, and the children and spouses of veterans. This office provides students with current information on military/veteran specific education benefits and processes these benefit programs. Veteran Services also manages veteran related student services programing and maintains liaison with veteran/military related government entities at the local, state, and federal levels. All students receiving veteran/military financial assistance must file the appropriate forms with this office to be officially certified to receive benefits.

For more information, contact Veterans Services, 109 Bowman Hall, 715/232-1233, [veteranstudents@uwstout.edu](mailto:veteranstudents@uwstout.edu), or [online](#).

## Catalog Home

## Welcome to Your Online Catalog

This is a default front page for your catalog. You can customize this page within the Acalog ACMS™.